


THE JOHN E. WEEMS
GRADUATE SCHOOL



2000

Catalogue

MEREDITH
COLLEGE



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*The John E. Weems Graduate School
at Meredith College*

GRADUATE SCHOOL
CATALOGUE

VOLUME 8

2000

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Requests for Graduate School Catalogues should be sent to:

The John E. Weems Graduate School

Meredith College

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

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PRESIDENT'S MESSAGE

Maureen A. Hartford, Ed.D.

EDUCATING OUR STUDENTS to excel—that's Meredith's mission and a theme that you will find explicit and implicit during your years in the John E. Weems Graduate School at Meredith College. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you will value as a Meredith graduate student, and value even more as a Meredith graduate.

The John E. Weems Graduate School fulfills the mission of Meredith College by encouraging academic inquiry, providing opportunities and facilities for advanced study and research and developing professional specialization.

Making the decision to attend graduate school entails a certain amount of sacri-

fice; I know this as well as you. At Meredith, we recognize that you are here because you want to advance your education, and advance your career. We want to make that possible for you. Our campus is conveniently located, our classes are

conveniently scheduled, and our programs are constructed with convenience in mind. At the John E. Weems Graduate School, we want you to get the most for your investment.

In today's world, you have unlimited potential. You can do anything you want to do. If you want to excel, Meredith is the place for you.





MESSAGE

*from the Dean of
the John E. Weems Graduate School*

Mary S. Johnson, Ed.D.

WELCOME TO MEREDITH College and to the John E. Weems Graduate School. We are a college committed to providing opportunities for students to advance their personal and professional goals through graduate study.

Located in North Carolina's capital city, Meredith offers a prime location for pursuing a graduate degree. Opportunities abound for interactions with state-level government officials, a thriving business community as well as participation in a wide variety of cultural programs.



Meredith's faculty are of the highest caliber and bring to the classroom real-world experiences. They are accessible and accommodating, academically

demanding and rigorous. Our professors are active in the community and engage in research, but are dedicated first and foremost to teaching. Graduate curricula are presented in a variety of ways, including case method, lecture, practical application, theory, and teamwork. At Meredith, classes are small and you are known by name, not number. Thank you for choosing Meredith College and best wishes for a rewarding graduate student experience.



GENERAL INFORMATION

Historic Statement of Purpose

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide operation and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

Mission Statement

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion. Meredith endeavors to create a supportive and diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in the students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to enter graduate and professional studies, and to lead responsible lives of work, citizenship, leisure, learning and service.

Purpose

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education, and to support research and scholarly activities. Specific goals include:

- (1) To emphasize integrity in scholarship and personal relationships;
- (2) To emphasize values, ethics and excellence in graduate education and scholarly work;
- (3) To promote cultural diversity and intellectual collegiality;
- (4) To attract, develop and retain a faculty who strives for excellence in teaching, scholarship and artistic performance.

The John E. Weems Graduate School is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of College and Schools, (1866 Southern Lane, Decatur, GA 30033-4097, Telephone number (404) 679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music. It is also accredited by the National Association of Schools of Music and the National Council for Accreditation of Teacher Education. The College is a member of the American Assembly of Collegiate Schools of Business (AACSB), the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education and the National Collegiate Athletic Association. Female graduates of

Meredith are eligible for membership in the American Association of University Women.

History

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the committee for a women's college and was member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school [to] be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, Meredith College offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of the leader whose persistence helped make it a reality. The campus, first located near the Capitol of North Carolina, was moved to its present west-Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was Baptist Female University to a 225-acre campus.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School of Meredith in honor of the seventh Meredith president, who was instrumental in the establishment of graduate programs.

Student Services

Student Life

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convoca-

tions and special events are open to all graduate students.

Cate Center, a modern facility which serves as the student center, provides a study and lounge area. This area offers graduate students the convenience of a telephone, personal computers, an ATM machine, a wide-screen television, and various bulletin boards for announcements and information. Also in the Cate Center is the Meredith supply Store and the BeeHive Cafe, where students can purchase fast foods as well as healthful meals and snacks.

The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day:

Breakfast	
Monday - Friday	7:30-8:30 a.m.;
Continental breakfast	8:30-10:15 a.m.;
Saturday/Sunday	8:30-10:30 a.m.
Lunch	11:30a.m.-1:30p.m.
Dinner	
Monday-Thursday	4:30-6:30p.m.
Friday-Sunday	4:30-6:00p.m.

Carroll Health Center serves as a resource center for information on health and immunizations and offers first-aid for medical emergencies from 7:00a.m.-7:00p.m. Monday through Friday.

Recreational facilities include an indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

Student Identification

Students are required to have I.D. cards to check out books from the library, make copies, access computer labs and use Meredith facilities.

Library

The Carlyle Campbell Library provides information resources in a variety of formats, including digital, full-text image, print, videotape, laserdisc, and microforms. ALIS, the automated Library Information System, may be accessed using telnet or modem.

Career Center

The Meredith College Career Center offers a variety of services for graduate students. Located in Cate Center, the purpose of the Career Center is to facilitate the career development of the Meredith community through relevant programs, counseling, resources and educational activities. The office assists students in career exploration, employment assistance, cooperative education and resource information.

Due Process

Students who are experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor. It is the professor's responsibility to fully explain all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the department head. Should further action be required, the matter should be discussed with the dean of the graduate school.

Faculty/Administration

The faculty at Meredith provides the momentum through which the College functions. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, serve on committees and help establish the academic policies of the College.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational and cultural resources directly accessible to Raleigh.

Administration

Maureen A. Hartford, Ed.D.
President

Charles E. Taylor, Jr.
Executive Vice President

Mary S. Johnson, Ed.D.
Dean of Graduate School

Allen F. Page, Ph.D.
Dean, Undergraduate Instruction

Susan Wessels, M.B.A., C.P.A.
Head, Department of Business and Economics

Karen Greene, M.Ed.
Coordinator of the MBA/MHA Program

Heather Pollard, B.A.
Graduate Program Recruiter

Carrol Snodgrass,
Administrative Assistant

William H. Landis, Ph.D.
Coordinator of Dietetic Internship Program

W. David Lynch, D.M.A.
Head, Department of Music

James C.B. Fogle, Ph.D.
Coordinator, Master of Music

Jerod Kratzer, Ed.D.
Head, Department of Education

Ellen Graden, Ph.D.
Coordinator, Master of Education

Degrees Offered

The John E. Weems Graduate School offers the graduate degrees of Master of Business Administration (MBA), Master of Health Administration (MHA), Master of Education in Elementary Education (Licensure in ESL, reading and elementary education), and Master of Music in performance and pedagogy. The curriculum is

designed to introduce students to the latest in technology, to explore new concepts and media and to develop new techniques in research and performance. Students have the opportunity to tailor certain parts of their program to meet individual needs.

Non-Discriminatory Policy

The John E. Weems Graduate School does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, gender, age or disability.

Honor System

Founded on the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity.

Honor Code Policy

STATEMENT OF HONOR

The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom they work. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, a graduate student must be honorable in their work and actions. In particular, they must refrain from cheating, stealing, lying or plagiarizing.

VIOLATIONS

Any dishonorable action will be regarded as a violation of this commitment. A student who violates the honor system has an obligation to report themselves to the proper authorities. If they are aware of a violation by another student, they should call that stu-

dent's attention to the violation and ask that they turn themselves in. If the student refuses, the observer must decide on the basis of their conscience whether or not to report the student who they believe has violated the honor code.

PROCEDURES

1. A student should report themselves or be reported to an instructor or the coordinator of their graduate program. In addition, an instructor who observes a student in violation of the honor code should confront the student.

2. Upon receiving such a report or making such an observation, the instructor should notify the dean of the John E. Weems Graduate School.

3. The dean will convene a Graduate Honor Council composed of a member of the Graduate Student Advisory Committee, a faculty member and a member of the Graduate Studies Committee. The dean will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the dean.

4. The dean will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.

5. If they wish, the student may appeal the ruling to the dean within 48 hours of notification of the decision.

6. Should the student wish to appeal further, they may do so within 48 hours to the vice president and dean of the College. Final appeal may be made within 48 hours to the president of the College whose ruling is final.

NOTE: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy any academic penalty she/he shall deem appropriate.

ADMISSIONS

Admission Procedure

Graduate programs operate on a continuous admissions procedure; however, for admission to a program, an applicant's file must be complete by Aug. 1 for fall admission, Dec. 1 for spring admission, and May 1 for summer admission.

Committed to the development of the individual, The John E. Weems Graduate School seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of their baccalaureate-level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs.

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School. A \$50 non-refundable application fee must accompany all graduate applications. Six semester credit hours are considered full-time in each of the graduate programs.

Applications may be obtained by writing or calling:

*The John E. Weems Graduate School
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
Telephone: (919) 760-8423
Fax: (919) 760-2898*

Regular Admission

An applicant fully qualified by departmental admissions criteria is granted regular admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years.

Provisional Admission (MBA, MHA, and Music Programs)

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission. Refer to specific program requirements for details.

Provisional status is limited to two calendar years. Students who fail to qualify for regular admission within two years will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the dean of the graduate school.

Post-Baccalaureate Study

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a degree program. No more than six hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate study must submit a post-baccalaureate application form and fee and have official transcripts from all colleges and universities attended sent directly from the college or university to the John E. Weems Graduate School. Test scores and letters of recommendation may be waived as requirements for permission to study under the post-baccalaureate studies.

A student who applies for admission and is accepted for a particular semester must notify the dean of the graduate school or their adviser one week before the beginning of the semester if they wish to delay admission to a later semester.

International Students

Except in cases where English is their native language, international applicants must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). For the MBA and MHA programs, the minimum TOEFL score is 500 (173 computerized). These scores must not be over one year old, unless the student has been enrolled full-time in an accredited American college or university during the interim.

The John E. Weems Graduate School does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

An international student must also present copies of the following forms to the Graduate Office:

1. Passport
2. Visa*
3. Arrival/Departure Record (if applicable)
4. I-20 ID if applicable
5. Alien Registration Number (Permanent Resident only)
6. Financial statement showing resources for a two-year period
7. Furnish proof of Health Insurance

** If an applicant holds an F-1 Visa, they must list the school or college they have permission to attend and submit a copy of their current I-20 form. The College will assist them in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained.*

The John E. Weems Graduate School requires official college transcripts. Personal copies of transcripts are not accepted. The student must request the registrar of each institution at which they have enrolled, to

send an official transcript to the attention of the graduate school office.

An international student who is academically admissible will be required to give proof of financial responsibility for their education.

Visiting Students

Each visiting student must submit a post-baccalaureate application and fee and a letter from the school to which they plan to transfer the credit stating that they have permission to take specific courses at Meredith. In addition, the visiting student must request that the registrar at Meredith send a copy of their transcript to their school when they complete their courses.

Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of their adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The dean of the graduate school will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses may also be taken through CRC with the approval of the student's adviser.

Costs

Charges for graduate courses are published each semester in the registration information. Additional charges are added for certain applied music lessons in the Master of Music program.

Parking

A student parking on campus is required to have a parking decal which can be purchased for the academic year (August to August) from the campus security office. Spaces on the north and south sides of Harris Hall are available for graduate students, and other spaces are available near Wainwright Music building adjacent to the Meredith lake. Parking is permitted in any space marked "commuter."

Financial Aid

Graduate students are eligible to borrow money from the Federal Stafford loan program to assist with their educational expenses. Currently, students who exhibit financial need through the federal methodology can borrow up to \$8,500 per academic year through the subsidized Federal Stafford loan program. Subsidized loans have the interest deferred until six months after the student ceases to be enrolled at least half-time. Students who are not eligible for the subsidized loan can borrow from the unsubsidized Federal Stafford loan program. Through the unsubsidized loan program students can borrow up to \$10,000 per academic year, but are responsible for paying interest as it becomes due, or they can defer the interest until after graduation. The interest rate is not to exceed 8.25%. In order to be considered for either program, students must complete a Free Application for Federal Student Aid (FAFSA). Application for financial assistance and for the loan programs are available at the Office of Financial Assistance in Johnson Hall.

Scholarships and Tuition Grant

Two scholarship funds provide financial assistance to students in the Master of Business Administration Program. Information about these scholarships is mailed to eligible students.

- (1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related higher education and to perpetuate his interest in Meredith College students.
- (2) The Wyford Scholarships are made possible by a bequest from Ms. Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.
- (3) Master's of Health Administration Dean's Awards are awarded to selected entering MHA students.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program. Students must be under contract in a secondary, middle or elementary, public or private North Carolina school. In order to verify this status, the principal of the school must complete a form and return it to the accounting office. On occasion the A.J. Fletcher foundation offers fellowships to graduate students in music. Information about these fellowships may be obtained from the coordinator of music graduate studies or the music office.

ACADEMIC POLICIES

Inclement Weather

The professor will inform each class in writing of his/her inclement weather policy.

Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (given below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. When an individual student raises a question about their grade, they should be dealt with openly and fairly. A student should have the opportunity to examine assignments they submit and to understand the mark assigned to it. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, they may consult with the head of the department and then with the dean of the graduate school.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
W	Withdrawal
I	Incomplete
Z	Interim grade
Au	Audit

The "I" grade is given when a student and a professor have agreed that, for good reason, the student cannot complete the course on time. The professor sets forth the requirements for completing the course during the next semester. These requirements should be

clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate office. All work must be completed no later than the final class day of the following semester or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate office.

An "N" grade will be assigned at the discretion of the graduate office when a grade roster has not been turned in by a professor. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

Grade Changes and Corrections

A professor may make grade changes in consultation with the dean of the graduate school. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over. (Does not apply to an "I" grade.)

Transfer Credit

Requests for transfer of graduate credit from another institution will be evaluated by the department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better.

Distance Learning Credit

The Business and Economics Department will not accept toward an MBA or MHA degree more than three (3) semester hours credit from instruction based on distance learning technology such as correspondence, television, World Wide Web or Internet. This limit applies whether or not the distance learning course is taken at Meredith or at another institution. The department reserves the right to evaluate the nature of any such course. Whether presented as an admission credential or taken after admission to the program, any distance learning credit must be earned at a regionally accredited institution and must have approval of the department and dean of the Graduate School.

Auditing a Course

A student who wishes to change grading for a course from letter grade credit to audit must submit a completed drop/add form signed by their professor and adviser to the graduate school office within the first 12 hours of instruction in the course. A 50-minute class is considered one hour of instruction.

Adding/Dropping a Course

A student may add a course or change sections only during the first three hours of course instruction, only if space is available in the class and with the consent of the professor. A 50-minute class is considered one hour of instruction. Drop/add forms must be signed by the student, their professor and their adviser and be submitted to the graduate school office.

A student may drop a course and receive a grade of "W" through the first 12 hours of instruction. After the withdrawal period a W grade will be given only upon medical or emergency withdrawal. Drop/add forms must be signed by the student, their professor and their adviser and be submitted to the graduate school office.

Withdrawal from Program

A student who wishes to withdraw permanently from a program must submit an official withdrawal form signed by their adviser to the graduate school office.

When a student exceeds the six-hour limit of "C" grades, the student is dropped from the program. They may file a written appeal of their dismissal with the dean of the graduate school. If they are readmitted, they must repeat all courses with grades of "C" or below in excess of the six-hour limit, and they must meet other requirements specified by the dean of the graduate school.

Retention

If a graduate student receives an "F" grade, their status is automatically reviewed by the department. They will be notified within 10 working days if they will be allowed to continue the program and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the dean of the graduate school.

Refunds

If the graduate student withdraws from courses before the end of a semester, they are responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to 12 class hours	40%
After 12 class hours	100%

This schedule is based on a three-semester-credit-hour course, and a 50-minute class is considered one hour of instruction. If a student has not paid the full tuition for the semester they will be billed according to the requirements above.

Interrupted Study

A student who wishes to interrupt their graduate study for at least one semester should notify their adviser of their intent by signing a leave of absence form. They may later return to the program with the same status they held at the time of their departure and under the same catalogue. This policy does not change the six-year time limit (starting when the student entered the program) required for completion of the graduate degree.

Special Studies

Special Study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum. This category includes individual study, special topics, off-campus study (foreign and otherwise) and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the head of the department, the adviser, and the dean of the graduate school.

Academic Advising

After an initial meeting with the program coordinator, each graduate student will be assigned an academic adviser who will assist them in planning their program of study from beginning to completion.

Filing for Graduation

A student must file for graduation in the graduate office and pay a graduation fee. Those who plan to graduate in May or August must contact the graduate office by December 1; graduates in December must contact the graduate office by May 1. Diploma forms may be faxed or mailed to the graduate office.

Commencement

Commencement is held in May and December of each year. August graduates are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

Degree Requirements

The following information applies to all students who receive the master's degree from The John E. Weems Graduate School at Meredith College:

- (1) A student may not apply more than six hours of C grades toward their degree.
- (2) A student is expected to complete requirements for their degree within six calendar years. Under unusual circumstances, they may request an extension. The request must be made to the dean of the graduate school and be endorsed by the department.
- (3) A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.
- (4) A student who has completed all coursework toward their degree but has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 and carries no graduate credit.
- (5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.
- (6) A student may not apply more than six hours of transfer credit to a degree program.
- (7) A student may not apply more than six hours taken at Meredith as a post-baccalaureate student toward degree requirements.
- (8) A student may not apply more than six hours of CRC credit to a degree program.
- (9) All prerequisites must be completed with a grade of C or better.

THE JOHN E. WEEMS GRADUATE SCHOOL

M A S T E R S D E G R E E P R O G R A M S



Margaret L. Edwards
Senior Buyer
Corporate Purchasing
Glaxo Wellcome Inc.

Meredith College M.B.A. program

MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program is designed to provide advanced study for people who are currently in management or administrative positions or who aspire to such positions. An applicant must have graduated from an accredited college or university at least two years prior to admission or demonstrate readiness for graduate work. The primary purpose of the program is to provide students with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables students to make greater contributions to their organizations and communities, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate business experience with current theories of management and to explore new business concepts in marketing, economics, accounting and finance.
- (3) To analyze alternative solutions to business problems involving social, legal, economic, political and ethical factors
- (4) To develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the prerequisites are available either in the day or in the evening. Classes are usually held in the Shearon Harris Building.

Application Procedures

After submitting the application form for graduate school and the application fee, an applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MBA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MBA Program
123 Park Center
Meredith College
Raleigh, NC 27607-5298
Telephone: (919) 760-2281
Fax: (919) 760-2898*

Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

Two scholarship funds, the Shearon Harris Scholarship fund and the Wyford Scholarships, are available to enrolled stu-

dents. Information about these scholarships are sent to students during spring semester of each year.

Graduate Management Admission Test (GMAT)

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North America and at many international sites.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTT device for deaf and hard-of-hearing people: 1-609-734-9362
- e-mail: gmata@ets.org
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-462-8669 in the U.S. and Canada. (See the Bulletin for international phone numbers.)

Applicants should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the Graduate School will receive a record of their test scores.

The GMAT must be taken before admission to the program, and a minimum score of 400 is required.

Admission Requirements

The MBA Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

Regular Admission

Regular admission status is granted to applicants who:

1. submit all applications material;
 2. meet the admission formula:
 $(\text{GPA} \times 200) + \text{GMAT} \geq 950$.
 3. meet the minimum GPA (2.50) and GMAT (400) requirements. Note that the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement;
 4. complete all prerequisite courses with a grade of C or better;
 5. interview with Program Coordinator.
- See page 24.

Provisional Admission

Provisional Admission is granted to applicants who:

1. submit all application materials
 2. meet the minimum GPA (2.50) and GMAT (400) requirements.
 3. have not completed all prerequisites
 4. do not meet the minimum score of the admission formula.
 5. interview with Program Coordinator.
- See page 24.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by their adviser. Students may remain on provisional status two years from the date of their acceptance letter.

Post-Baccalaureate Study

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application and fee;

(2) have official transcripts of all undergraduate and graduate studies submitted to the graduate office by respective college registrars. Student must have a GPA of 2.5.

If a post-baccalaureate student decides to apply as a degree candidate, all requirements for admission must be met. Only six semester hours of graduate work taken as a post-baccalaureate student may be counted toward the degree.

Notification of Admission

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. Students are subject to requirements and policies in the catalogue effective at the time of their formal admission.

Program of Study

The MBA program consists of 36 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years. All students are required to be able to use spreadsheets and presentation graphics software. Students needing software instruction can contact the MBA/MHA Coordinator who has information on one-day courses offered by the Continuing Education Division.

<u>Required Prerequisites</u>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 141 or equivalent, including MAT 144)	3

Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
Total Hours	27

Required Prerequisites

ECO 210 Macroeconomic Principles
A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *3 hours*

ECO 211 Microeconomic Principles
A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. *3 hours*

ACC 230 Principles of Accounting I
A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen. *3 hours*

ACC 231 Principles of Accounting II
The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230 *3 hours*

MAT 141 College Algebra
This course, a study of the algebra of functions, is a college level mathematics course. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Application toward requirements: natural science and mathematics, licensure, elective. Credit not allowed for both MAT 141 and MAT 144. *3 hours*

MAT 245 Statistics I

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 141 or MAT 120 or equivalent level of mathematical maturity.

3 hours

BUS 346 Principles of Management

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness.

3 hours

BUS 366 Principles of Marketing

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

3 hours

BUS 490 Corporation Finance

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 141, and MAT 245

3 hours

Students may complete prerequisites while they are classified under provisional admission. All prerequisites must be completed before enrolling in any 600-level courses. All prerequisites must be completed with a grade of C or better. No prerequisite courses will be accepted if they were taken more than 10 years prior to formal admission to the John E. Weems Graduate School.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty mem-

bers in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MBA Program.

Graduate Courses

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

<i>Required Courses</i>	<i>Semester Hours</i>
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3
<i>Electives</i>	
BUS 690 Independent Study	3
<i>or</i>	
BUS 695 Special Topics in Business	
Total Hours	36

COURSE DESCRIPTIONS

Master of Business Administration

ECO 610 Macroeconomic Environment of the Firm

Study of the behavior of the national economy and its impact on business. The focus is on predicting the effects of major economic events and government policy on the performance of the firm and managerial decision making. Special emphasis on business cycles, inflation, interest rates, taxation, and foreign exchange rates.

Summer 3 hours

ECO 611 Managerial Economics

An analysis of the application of micro-economic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Fall 3 hours

BUS 630 Accounting for Managerial Decisions

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation.

Fall 3 hours

BUS 635 Managerial Finance

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisite: Bus 630

Spring 3 hours

BUS 640 Management Information Systems

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

Summer 3 hours

BUS 646 Management Processes and Policy

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation may be used to provide realistic interpretation of the subject matter.

Fall 3 hours

BUS 648 Organizational Theory and Behavior

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646.

Spring 3 hours

BUS 649 Quantitative Analysis for Management

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others.

Fall 3 hours

BUS 654 Legal, Regulatory and Ethical Issues

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

Spring 3 hours

BUS 660 Marketing Strategy

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy.

Spring 3 hours

BUS 690 Independent Study

A problem selected by the student, approved by the Head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MBA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member. Prerequisite: 18 graduate hours

Fall, Spring, or Summer 3 hours

BUS 695 Special Topics in Business

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need. Prerequisite: 18 graduate hours

Summer 3 hours

BUS 699 Management Seminar

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action

plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: For MBA students, completion of 30 hours of graduate courses including BUS 630, 635, 646, 660 and either ECO 610 or 611. For MHA students, completion of 30 hours of graduate courses including MHA 630, 635, 646, 660 and ECO 611.

Summer 3 hours

COE 600 Graduate Cooperative Education

A cooperative educational experience with companies and agencies approved by the Office of Career Services and the student's adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which they are enrolled in a cooperative experience. Prerequisite: Three semester hours of graduate credit at Meredith.

Fall, Spring, or Summer 3 hours

MASTER OF HEALTH ADMINISTRATION

THE MASTER OF HEALTH ADMINISTRATION (MHA) program provides opportunities for students to advance their careers in the health management area by completing a 42 semester hour graduate program. Students participate in learning experiences directly related to tasks and responsibilities of health care administrators: developing budgets, supervising employees, coordinating patient services and working with community agencies.

The MHA Program is designed to provide advanced study for those who are administrators of health care organizations or aspire to such positions. The primary purpose of the program is to provide students with managerial skills and appropriate knowledge to be successful in managing within the health care field. This professional degree enables them to make greater contributions to their organizations, communities, and to professional health care management, to advance their careers and to obtain increased job satisfaction.

Specific Objectives of the Program

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate health care experience with current theories of management, marketing, accounting, finance and economics
- (3) To analyze alternative solutions to health care management problems involving social, political, ethical, legal and economic factors
- (4) To develop techniques for meeting the challenges of changing technical and ethical issues.

Application Procedures

After submitting the application form for graduate school and the application fee, an

applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MHA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MHA Program
123 Park Center
Meredith College,
Raleigh, NC 27607-5298
Telephone: (919) 760-2281
Fax: (919) 760-2898*

Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

Master's of Health Administration Dean's Awards

One-time monetary awards ranging from \$1,000.00 to \$5,000.00 will be awarded to selected entering MHA students. To be eligible for the award, a student must meet the

following criteria.

1. Minimum GMAT score of 600
2. Minimum GPA of 35
3. A writing sample indicating why you are pursuing an MHA degree
4. A completed scholarship application
5. Student has regular admission status

Graduate Management Admission Test (GMAT)

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North America and at many international sites.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTT device for deaf and hard-of-hearing people: 1-609-734-9362
- e-mail: gmata@ets.org
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-462-8669 in the U.S. and Canada. (See the Bulletin for international phone numbers.)

Applicants should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the Graduate School will receive a record of their test scores.

The GMAT must be taken before admission to the program, and a minimum score of 400 is required.

Admission Requirements

The MHA Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures.

Admission status of applicants is determined according to specified criteria.

Regular Admission

Regular admission status is granted to applicants who:

1. submit all applications material;
2. meet the admission formula:
 $(\text{GPA} \times 200) + \text{GMAT} \geq 950$.
3. meet the minimum GPA (250) and GMAT (400) requirements. Note that the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement;
4. complete all prerequisite courses with a grade of C or better

Provisional Admission

Provisional Admission is granted to applicants who:

1. submit all application materials
2. meet the minimum GPA (250) and GMAT (400) requirements.
3. have not completed all prerequisites
4. do not meet the minimum score of the admission formula.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by the adviser. A student may remain on provisional status two years from the date of their acceptance letter.

Post-Baccalaureate Study

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application and fee
- (2) have official transcripts of all undergraduate and graduate studies submitted to the graduate office by respective college registrars.

If a post-baccalaureate student decides to apply as a degree candidate, the student must meet all requirements for admission. Students may count toward their degree only six semester hours of graduate work taken as a post-baccalaureate student.

Notification of Admission

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. A student is subject to requirements and policies in the catalogue effective at the time of the formal admission.

Program of Study

The MHA program includes 42 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years. All students are required to be able to use spreadsheets and presentation graphics software. Students needing software instruction can contact the MBA/MHA Coordinator who has information on one-day courses offered by the Continuing Education Division.

The MHA program requires an internship in health care management. This requirement can be waived for students who have acceptable health care experience. Contact your advisor during your first semester to determine whether you will be required to take MHA 680. Students who are exempt from MHA 680 will take MHA 690 or MHA 695.

<u>Required Prerequisites</u>	<u>Semester Hours</u>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 141 or equivalent)	

including MAT 144)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
Total Hours	27

Required Prerequisites

ECO 210 Macroeconomic Principles
A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *3 hours*

ECO 211 Microeconomic Principles
A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. *3 hours*

ACC 230 Principles of Accounting I
A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen. *3 hours*

ACC 231 Principles of Accounting II
The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230 *3 hours*

MAT 245 Statistics I
A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 141 or MAT 120 or equivalent level of mathematical maturity. *3 hours*

MAT 141 College Algebra
This course, a study of the algebra of functions, is a college level mathematics

course. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Application toward requirements: natural science and mathematics, licensure, elective. Credit not allowed for both MAT 141 and MAT 144. *3 hours*

BUS 346 Principles of Management

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. *3 hours*

BUS 366 Principles of Marketing

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. *3 hours*

BUS 490 Corporation Finance

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 141, and MAT 245 *3 hours*

Students may complete prerequisites while they are classified under provisional admission. All prerequisites must be completed before enrolling in a 600 level course. All prerequisites must be completed with a grade of C or better. No prerequisite courses will be accepted if they were taken more than 10 years prior to formal admission to the John E. Weems Graduate School.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MHA Program.

<i>Required Graduate Courses</i>	<i>Semester Hours</i>
ECO 611 Managerial Economics	3
BUS 640 Management Information Systems	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 699 Management Seminar	3
MHA 520 Policy Issues in Health Care	3
MHA 530 Health and Social Systems	3
MHA 624 Biomedical Ethics	3
MHA 630 Accounting for Health Care Organizations	3
MHA 635 Financial Management of Health Care Organizations	3
MHA 646 Strategic Health Care Management	3
MHA 654 Legal and Regulatory Issues in Health Care	3
MHA 660 Marketing Strategy for Health Care Professionals	3
MHA 680 Internship	3
<i>Electives</i>	
MHA 690 Independent Study <i>or</i> MHA 695 Selected Topics in Health Care	
Total Hours	42

COURSE DESCRIPTIONS

Master of Health Administration

ECO 611 Managerial Economics

An analysis of the application of micro-economic theory to the decision-making

Graduate Courses

A candidate for the Master of Health Administration degree must successfully complete the following 42 semester hours of graduate work:

process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Fall

3 hours

BUS 640 Management Information Systems

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

Summer

3 hours

BUS 648 Organizational Theory and Behavior

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: MHA 646.

Spring

3 hours

BUS 649 Quantitative Analysis for Management

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others.

Fall

3 hours

BUS 699 Management Seminar

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action

plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: For MBA students, completion of 30 hours of graduate courses including BUS 630, 635, 646, 660 and ECO 610 or 611. For MHA students, completion of 30 hours of graduate courses including MHA 630, 635, 646, 660 and ECO 611.

Summer

3 hours

MHA 520 Policy Issues in Health Care

A study of political and institutional processes pertinent to the formulation and implementation of health care policy in the American system of federalism and pluralism. Factors related to decision making strategies of health care administrators will be the focus of the study. International comparisons will be used to frame issues and policy options. Case studies and other analytical tools will be used to encourage the application of theory to practice. Prerequisite: Graduate status or permission of the instructor.

3 hours

MHA 530 Health and Social Systems

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Prerequisite: Graduate status or permission of the instructor.

3 hours

MHA 624 Biomedical Ethics

An analysis of ethical issues in health care administration introducing sources of values and modes of ethical decision making.

The roles of individuals, groups and institutions are studied in the context of ethical dilemmas. *3 hours*

MHA 630 Accounting for Health Care Organizations

A study of the accounting issues faced by health care managers. The course includes an overview of generally accepted accounting principles for health care organizations. Emphasis is on selected management control techniques pertaining to cost determination, pricing of services, allocation of costs, budgeting, and evaluation of operations in health care organizations.

Fall 3 hours

MHA 635 Financial Management of Health Care Organizations

The objective of this course is to provide the basic methods and techniques in management of health care organizations. Selected financial and management control techniques include financial statement analysis, working capital budgeting, long-term capital budgeting, cost determination and pricing. Special topics include reorganization and mergers, taxation considerations, risk and liability management, and Medicare and the changing regulatory environment.

Prerequisite: MHA 630

Spring 3 hours

MHA 646 Strategic Health Care Management

An integration of analysis, planning, organization, implementation, and control in health care settings. Integration is supported by individual and team case analysis.

Fall 3 hours

MHA 654 Legal and Regulatory Issues in Health Care

Introduction to health care law. Includes roles/rights of patients, providers, governing boards, practitioners and government. Based

on elements of tort, contract, agency, corporate and administrative law as well as common law. *Spring 3 hours*

MHA 660 Marketing Strategy for Health Care Professionals

A study of the marketing issues faced by health care professionals. The course includes an overview of generally accepted marketing management tools and techniques relevant to the wide array of health care providers including health systems, HMO's and physician-hospital organizations. Emphasis will be given to topics covering market research, strategy, design, and the strategic marketing process.

Spring 3 hours

MHA 680 Internship

Internship in health care management area. Required of students without health care experience.

Fall, Spring or Summer 3 hours

MHA 690 Independent Study

A problem selected by the student, approved by the head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MHA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member. Prerequisite: 18 graduate hours

Fall, Spring or Summer 3 hours

MHA 695 Special Topics in Health Care Administration

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need. Prerequisite: 18 graduate hours

Summer 3 hours

MASTER OF EDUCATION

THE GOAL OF THE MASTER OF EDUCATION degree program is to provide curricula for the continuing professional development of the school educator who has a baccalaureate degree and who is eligible for a North Carolina Class A teaching license. All students will take a common core of courses and select a concentration in a licensure area. Licensure options include Reading, English as a Second Language (ESL), or Elementary Education. Elementary Education licensure students must have a K-6 license.

The program is structured to encourage extensive reading, independent thinking, creativity, and appropriate research. As professional educators, it is expected that students will take an active interest in the overall development of students K-12. Courses are scheduled for fall, spring, and summer so that the full-time teacher can continue both professional service and professional career development during graduate study.

The CORE PROGRAM is designed to enable a teacher to develop as a reflective practitioner who will be able to demonstrate the following skills:

- (1) critically evaluate the purposes of education and develop their own philosophy of education;
- (2) explore and evaluate understandings of the nature of the learner and the learning process;
- (3) design curriculum that reflects the student's philosophy of education, understanding of the learner, learning processes, and the culture of schooling;
- (4) meet the learning needs of linguistically, socio-economically and culturally diverse school populations;
- (5) explore the philosophical, cultural, and educational implications of current educational technologies and their potential value

in contemporary classrooms;

- (6) be a teacher researcher; and
- (7) work creatively and effectively with the content areas of the school curriculum.

The AREA OF CONCENTRATION enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in a G-level license in the area of concentration.

Application Procedures

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the graduate school in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.
2. A copy of the applicant's North Carolina Class A teaching license.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). A minimum score of 35, or 1000 for the GRE, is required for admission.
4. Letters from two professional educators recommending that the applicant be admitted to graduate study. It is the responsibility of the applicant to ask the references to write directly to the graduate office.

Prospective applicants who wish to discuss the application process or the graduate study program may make an appointment

for an interview by calling or writing:

*Department of Education
Ledford Building
Meredith College
Raleigh, North Carolina 27607-5298
Telephone: (919) 760-8315*

Testing

The applicant is required to take the Miller Analogies Test or Graduate Record Exam prior to admission. For additional information on the MAT, contact the Psychology Department at North Carolina State University. For registration information, call the MAT clerk at (919) 515-2251 between 8:00 a.m. and 5:00 p.m. Monday through Friday.

Tuition Grant

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education program. Students must be under contract in a secondary, middle or elementary, public or private North Carolina school. In order to verify this status, the principal of the school must complete a form and return it to the accounting office. In addition, loan information is available through the Meredith Financial Aid Office.

License Renewal

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school license may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school license. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for post-baccalaureate study and submit transcripts of all undergraduate work. These tran-

scripts must be sent directly from the applicant's college or university to the graduate school office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to six semester hours of the credit earned as a post-baccalaureate student to meet the requirements for the Master of Education degree.

Comprehensive Examinations

Upon the completion of all courses and research, students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as research must pass an oral examination on all coursework including the independent studies. The student who elects Education 650 as research will defend the thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. A student who has completed all coursework and wishes to take only the comprehensive exams during a semester must enroll in EDU 800 Comprehensive Exams.

Course Listings

<i>Required Core Courses</i>	<i>Semester Hours</i>
EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 671 Reading Across the Curriculum	3
<i>Required Individual Study:</i> <i>(select either 640 or 650)</i>	
EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	6

Elementary License

Prerequisite: North Carolina A K-6 license or eligibility

Students must take at least one course from each of the following areas:

Reading	3
ESL	3
Mathematics	3

Six additional hours must be chosen and approved by the department director of the graduate program. Courses chosen must enhance your professional development.

Reading License

<i>Pre-requisite</i>	<i>Semester Hours</i>
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EDU 255 Literature in the Elementary School or equivalents	3
EDU 344 Communication Skills in the Elementary School	3

Licensure Requirements

EDU 670 Reading: Past, Present, Future	3
EDU 671 Reading Across the Curriculum	3
EDU 672 Assessment of Reading Competencies	3
EDU 673 Reading Intervention Strategies	3
EDU 674 Clinical Application of the Reading Process	3
Elective Course (approved by adviser)	3

English-as-a-Second Language

Pre-requisite:

- Experience learning a second language.

Native speakers of English must have one year of university foreign language instruction or equivalent; for non-native speakers, proficiency in English will meet this requirement.

Non-native speakers of English must score 600 or higher on the Test of English as a Foreign Language (TOEFL), and a score of 55 or higher on the Test of Spoken English (TSE) or its institutional equivalent (the SPEAK test). These scores should not be more than one year old.

- Competency in English grammar as determined through an existing exam developed and administered by faculty of the English Department.

EDU 541 Methods of Teaching ESL	3
EDU 545 Culture and the Language Teacher	3
ENG 605 Study of Linguistics	3
EDU 643 Second Language Acquisition	3
EDU 647 Teaching ESL in the Public Schools	3
EDU 649 Seminar in Advanced Methods of Teaching ESL	3

COURSE DESCRIPTIONS

Master of Education

EDU 541 Methods of Teaching ESL

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting.

3 hours

EDU 545 Culture and the Language Teacher

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning.

3 hours

EDU 600 Curriculum Development

Focusing on “what is learned” and “should be learned” in educational institutions, the course examines perspectives and paradigms of curriculum thought and their connection to educational practice. Attention is given to the relationships between content, pedagogic practice, assessment and curriculum orientation. Students engage in critical reflection on fundamental issues concerning the curriculum; the purpose of education, hidden and explicit learning experiences, the organization and construction of knowledge. In the development of a curriculum project, students apply this understanding to the process of improving classroom and/or institutional practices.

Fall: odd-numbered years 3 hours

ENG 605 Study of Linguistics

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

3 hours

EDU 610 Advanced Educational Psychology

An in-depth exploration of fundamental questions about teaching, learning and human development designed to facilitate more meaningful classroom teaching. The course is highly interactive with learning taking place through individual and group research projects, seminar discussions, student directed workshops and presentations; thus, facilitating the development of teachers as researchers and educational leaders.

3 hours

EDU 620 Philosophy of Education

An exploration of our rich cultural heritage of educational ideas. Students will

explore fundamental questions of educational purpose and practice through the study of educational philosophers past and present, analysis of the philosophical perspectives and practices underlying current practice, and development of their own philosophies of education. Students are expected to become reflective about their own thought processes, their philosophical and cultural assumptions, and develop their own visions of possibilities for classroom practice congruent with their well justified and coherently articulated educational philosophy.

Fall, even-numbered years 3 hours

EDU 630 Educational Research

Organized around classroom-based inquiry and focused on the development of teachers as researchers, this course emphasizes understanding of research design and methods; reading and interpreting empirical information in professional literature; collecting and interpreting data; and linking research findings to educational practice. Also emphasized are the uses of library and Internet resources; analysis and critique of educational research; collaboration with colleagues in the research process; and an introduction to elementary statistics.

Spring, even-numbered years 3 hours

EDU 640 Independent Study

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

3 hours

EDU 643 Second Language Acquisition

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications to second language teaching.

3 hours

EDU 647 Teaching ESL in the Public Schools

A course focusing on the particular needs of K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction and the adaptation of curricular materials.

*3 hours***EDU 649 Seminar in Advanced Methods of Teaching ESL**

A culminating course consisting of a 30-hour K-12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology.

*3 hours***EDU 650 Thesis**

The student will research, write and defend orally the results of an in-depth examination of a department approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*6 hours***EDU 670 Reading: Past, Present, and Future**

An in-depth study of the research and theoretical models upon which understanding of the developmental process of reading is based. Emphasis is given to critical evaluation of the issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate an action research project and to be able to articulate their findings to interested parties.

*3 hours***EDU 671 Reading Across the Curriculum**

An in-depth study of the reading and learning processes as they relate to different content areas of the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to

meet the needs of students working in the content area.

*3 hours***EDU 672 Assessment of Reading Competencies**

Students are introduced to the developmental continuum of reading and writing behaviors as identified by the North Carolina Standard Course of Study. An in-depth study of both formal and informal procedures that may be used to identify children's progression along the continuum is undertaken. Teaching behaviors to be introduced as a response to information gained are identified and evaluated. Emphasis is given to case study work with individual children.

*3 hours***EDU 673 Reading Intervention Strategies**

Focus in this course is upon using information gained from assessment procedures to plan instruction at a group level. A review of assessment protocols is required along with examination of how they can be utilized within a classroom. Implementation of targeted instructional programs based on ongoing collection and evaluation of information is required.

*3 hours***EDU 674 Clinical Applications of the Reading Process**

An in-depth tutoring experience with children who are experiencing severe difficulties with the reading acquisition process. Students are required to develop a profile of the child's abilities using information gained from assessment procedures administered. Students are then required to develop and implement a program of instructional intervention for themselves.

*3 hours***MTE 510 Topics in Mathematics for the Elementary School Teacher**

An examination of topics related to the elementary mathematics curriculum from a

problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability and statistics. The heuristics of problem solving are applied within each of the topics studied. Activities involving problem solving are included to demonstrate the processes used. *3 hours*

MTE 511 Topics in Geometry for the Elementary School Teacher

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruencies, similarities and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions. *3 hours*

MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem-solving skills of the student and to provide an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisite: strong background in high school algebra. *3 hours*

MTE 610 Directed Study in Mathematics for Elementary School Teachers

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study com-

ponent. May be repeated more than once for additional credit with adviser's permission. *3 hours*

MAT 611 Directed Study in Computer Science for Elementary School Teachers

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission. *3 hours*

PSY 512 Special Topics in Education: The Exceptional Individual

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded and emotionally disturbed; persons with speech, hearing, visual and crippling health disabilities; and those with major specific learning disabilities. *3 hours*



MASTER OF MUSIC — PERFORMANCE AND PEDAGOGY

THE MASTER OF MUSIC IN PERFORMANCE and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- (1) Perform advanced literature well, in a variety of situations;
- (2) Continue growth in all music-related areas through research skills;
- (3) Develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;
- (4) Develop and use an advanced knowledge of music literature, history, theory and pedagogy.

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session. Classes for the program are held in the Wainwright Music Building. Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee may be charged by the accompanist. As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

Admission

Admission to the program is limited to those who hold a baccalaureate degree with a major in music.

Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the references to write directly to the graduate office.
3. An official report of scores on the music section of the Graduate Records Examination (see next page).
4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.
2. An audition and an interview; both are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see Prerequisites below).

Audition

The student performs about 20 minutes of music, including at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalog.

The applicant will sight-read some representative scores of easy to moderate difficulty. In an interview, members of the faculty will explore the applicant's background, experience and goals.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

*Department of Music
Wainwright Music Building
Meredith College
Raleigh, North Carolina 27607-5298
Telephone: (919) 760-8536*

Graduate Record Examinations (GRE)

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Record Examination (GRE). The Music test is given four times a year. Information on test dates and centers is available from the Career Center at Meredith College or directly from:

*Graduate Record Examination
Educational Testing Service
CN 6000
Princeton, New Jersey 08541-6000*

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form.

Prerequisites

Entering graduate students must take department diagnostic tests in theory and in history of music before formal admission into the program or before the completion of

two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to advancement until achieving satisfactory performance of music at undergraduate senior level for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

Program of Study

A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>
MUA 500, 600 Principal Applied Study at Graduate level	10
MUS 620 Readings in Pedagogy	2
MUS 621 Practicum in Pedagogy	2
MUS 622 Selected Topics in Pedagogy	2
MUS 594 Seminars in Music Literature (two)	4
MUS 514 Literature of the Principal Applied	2
MUS 595 Seminars in Theory (two)	4
MUS 610 Basic Research in Music	3
MUS 696 Graduate Paper	1

MUS 612 Lecture-Recital	1
MUS 690 Graduate Recital	1
Total Hours	32

Foreign language proficiency for voice majors: students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German and Italian.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

COURSE DESCRIPTIONS

Master of Music — Performance and Pedagogy

APPLIED MUSIC

MUA 500, 600* *Principal Applied Study*

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. The student practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations held at the end of each semester. In order to complete degree requirements, the student must achieve 600

level for at least two semesters (a minimum of four hours' credit at 600 level).

2–3 hours

** Additional charges are assessed for applied music lessons and for professional accompanists for singers and instrumentalists.*

PEDAGOGY

MUS 620 *Readings in Pedagogy*

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

2 hours

MUS 621 *Practicum in Pedagogy*

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

2 hours

MUS 622 *Selected Topics in Pedagogy*

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

2 hours

MUSIC LITERATURE

MUS 594 *Seminar in Music Literature*

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

2 hours

MUS 514 Literature of the Principal Applied

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

2 hours

THEORY

MUS 595 Seminar in Theory

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester.

Required for two semesters for the Master of Music candidate.

2 hours

RESEARCH

MUS 610 Basic Research in Music

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music.

Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written. This course is offered only in summer session.

3 hours

MUS 696 Graduate Paper

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by the assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be select-

ed to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office.

2 hours

RECITALS

MUS 612 Lecture-Recital*

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and the assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history.

1 hour

MUS 690 Graduate Recital*

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied.

1 hour

ENSEMBLES

MUS 534 Choral Ensemble

MUS 536 Accompanying

MUS 537 Instrumental Ensemble

MUS 538 Orchestra

MUS 800

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

* There are additional charges for recitals

DIETETIC INTERNSHIP

Internship Philosophy

Congruent with the mission and goals of the John E. Weems Graduate School and Meredith College, the Dietetic Internship will build on the academic preparation of Dietetic Programs in Dietetics which provide the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students will have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease process and restoration of health through effective communication skills and in the context of human relationships. The program strives to create a supportive, diverse and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate course work. Students will develop the knowledge, skills, and values that will enable them to become life long learners, prepare them to assume leadership roles and strive for professional competence, productivity, and service to society.

Internship Goals

Upon completion of the The John E. Weems Graduate School Dietetic Internship Program, students will be able to:

- (1) meet or exceed competency expectations for entry-level dietitians.
- (2) pursue careers in the various areas of dietetic practice.
- (3) successfully complete the registration examination for dietitians.

- (4) provide leadership and service professionally and to the community.
- (5) pursue a course of life-long learning through continuing education opportunities.

Application Procedures

The applicant must request an application package from the John E. Weems Graduate School. The following materials must be submitted for application to the Dietetic Internship director:

1. The completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or an ADA Verification Statement signed by the applicant and the program director of the Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA approved Didactic Program in Dietetics must be submitted before the applicant can enter the internship.
2. An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
3. A completed ADA application (most recent version) which includes educational background, work experience or internships, activities and honors.
4. Three letters of recommendation from people with knowledge of the applicant's professional potential and character: one from the DPD program director, one from a professor and one preferably from a supervisor.
5. Letter of application stating professional and educational goals and the reasons for choice of this dietetic internship.
6. Test of English as a Foreign Language (TOEFL) scores (for international students only).

7. A non-refundable application fee of \$50.00 payable to the John E. Weems Graduate School.

The post-mark deadline for the application package and the D&D mark/sense card is February 15 (Date may vary slightly from year to year. Check current ADA publications or DPD director for exact deadline date each year.) All applicants to Dietetic Internships (DI) and most Pre-professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from D&D Digital Systems. This request should be made to allow turn around time for submitting the completed mark/sense card by the February 15 postmark deadline. There is no charge for this material. However, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:

D&D Digital Systems

137 Lynn Avenue

Ames, IA 50014

(515) 292-0492

Admission Criteria

Applicants for admission must submit all materials listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 2.5/4.0 overall, or for the last 60 hours of coursework verified by transcripts from all institutions, and approval by the dietetic internship program selection committee.

Notification of Admission

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by overnight mail. The applicant should call or fax the dietetic internship director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated

appointment date, usually April 21st (check current ADA literature for exact date each year). A letter confirming acceptance to the appointment must be postmarked, or fax sent, within 24 hours after the phone call.

Certification

The student who successfully completes the dietetic internship program will receive a program Verification Statement signed by the program director. This allows the student to sit for the Registration Examination for Dietitians.

Program of Study

Students must take two three-hour graduate level courses: Advanced Clinical Nutrition Seminar and Pediatric Nutrition. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition, and a three-week enrichment rotation of their choice. Students also will attend the ADA Public Policy Workshop (formerly known as the Legislative Symposium) in Washington, D.C., and other local field trips.

COURSE DESCRIPTIONS

FN 601 Advanced Clinical Nutrition Seminar

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the role of nutrition in the prevention, treatment and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed.

FN 602 Pediatric Nutrition

Study of nutritional requirements and evaluation of nutritional status of infants and children. Chronic diseases, behavioral and

psychological disorders, hereditary metabolic disorders, neurological and developmental disorders and feeding problems, and the role of nutrition in the treatment of those special conditions in the pediatric population will be discussed.

Accreditation Status

The Meredith College Dietetic Internship program is currently granted accreditation by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, ph: 312/899-4876

GRADUATE SCHOOL DIRECTORY

Administration

Maureen A. Hartford, Ed.D. (1999)
President

Charles E. Taylor, Jr. (1983)
Executive Vice President

Mary S. Johnson, Ed.D. (1980)
Dean of Graduate School

Susan B. Wessels, M.B.A., C.P.A. (1978)
Acting Head, Department of Business and Economics

Karen Greene, M.Ed. (1998)
Coordinator of the MBA and MHA Program

Heather D. Pollard, B.A. (1998)
Graduate Program Recruiter

W. David Lynch, D.M.A. (1969)
Head, Department of Music

James C.B. Fogle, Ph.D. (1977)
Coordinator of Music Program

Jerod Kratzer, Ed.D. (1986)
Head, Department of Education

Deborah Tippet, Ph.D. (1987)
Head, Department of Human Environmental Sciences

William H. Landis, Ph.D., R.D. (1996)
Director, Dietetic Internship Program

Ellen Graden, Ph.D. (1996)
Coordinator, Education Program

Staff

Carrol B. Snodgrass (1987)
Administration Assistant, Graduate School

Faculty

Alan I. Ammann, D.B.A. (1990)
Associate Professor of Business and Economics
B.S., MBA, D.B.A., Mississippi State University

Ruth Balla, M.S. (1987)
Manager, Technology Resources
B.S., Wilkes College;
M.S., North Carolina State University

M. Tony Bledsoe, Ed.D. (1981)
Associate Professor of Business and Economics
B.S., Atlantic Christian College;
A.M., Appalachian State University;
Ed.D., University of North Carolina at Greensboro

Martha L. Bouknight, Ph.D. (1966)
Associate Professor of Mathematics
A.B., University of North Carolina at Greensboro;
M.Ed., University of North Carolina at Chapel Hill;
Ph.D., North Carolina State University

William J. Burpitt, Ph.D. (1999)
Adjunct Assistant Professor of Business and Economics
B.A., University of Georgia;
Ph.D., University of North Carolina at Chapel Hill

V. Glenn Chappell, Ph.D. (1991)
Associate Professor of Business and Economics
B.S., North Carolina State University;
Ph.D., University of Tennessee

James L. Clyburn, M.S. (1958)

Professor of Music

A.B., Elon College;

M.S., Juilliard School of Music

James E. Crew, Ph.D. (1990)

Professor of Business and Economics

B.S., M.Econ., Ph.D., North Carolina State University

Lisbeth Brittain Carter, M.M. (1994)

Instructor of Music

A.M., Boston Conservatory of Music;

M.M., Meredith College

Mary Kay Delaney, Ed.D. (1998)

Assistant Professor of Education

A.B., George Washington University;

M.Ed., Harvard University;

Ph.D., University of North Carolina at Chapel Hill

James C.B. Fogle, Ph.D. (1977)

Professor of Music

A.B., Elon College;

A.M., Ph.D., University of North Carolina at Chapel Hill

Lisa M. Fredenburgh, D.M.A. (1996)

Assistant Professor of Music

A.B., Luther College;

M.M. (voice), M.M. (conducting), University of Arizona;

D.M.A., University of Arizona

Phyllis W. Garriss, M.M. (1951)

Associate Professor of Music

A.B., M.B., Hastings College;

M.M., Eastman School of Music

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Mary S. Johnson, Ed.D. (1980)

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Professor of Education

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 A.M., Ph.D., Florida State University

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Associate Professor of Politics
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 A.M., University of Missouri;
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University

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M.M., New England Conservatory;

D.M., Florida State University

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Carolina-Charlotte; Ph.D., North Carolina
State University

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MEREDITH

COLLEGE

THE JOHN E. WEEMS GRADUATE SCHOOL

Park Center

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

919-760-8423

www.meredith.edu

*The John E. Weems Graduate School admits qualified students
without regard to race, creed, national or ethnic origin, gender, age or disability.*

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THE JOHN E. WEEMS GRADUATE SCHOOL



2001-2002
Catalogue



MEREDITH
COLLEGE

*The John E. Weems Graduate School
at Meredith College*

MASTER OF BUSINESS ADMINISTRATION

MASTER OF EDUCATION

MASTER OF MUSIC

MASTER OF SCIENCE IN NUTRITION

DIETETIC INTERNSHIP

VOLUME 9

2001–2002

THE JOHN E. WEEMS GRADUATE SCHOOL INTENDS TO adhere to the rules, regulations, policies and related statements included herein, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Graduate School Catalogues should be sent to:

The John E. Weems Graduate School

Meredith College

3800 Hillsborough Street

Park Center

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FAX 919-760-2898

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PRESIDENT'S MESSAGE

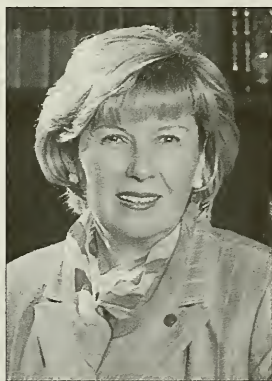
Maureen A. Hartford, Ed.D.

WELCOME TO MEREDITH'S graduate school! As you may know, Meredith College

offers both undergraduate and graduate degrees. The emphasis in graduate studies is on real-world learning, on applying concepts to the work in one's field. The students comprise a community of motivated scholars, who learn for the love of learning, and for the love of the subject.

Graduate students have a different perspective than undergraduates. The maturity that comes with age and experience allows them to examine issues through both theoretical and pragmatic lenses. Meredith graduate students test theory in real work settings—which makes discussions in and out of the classroom more lively.

At Meredith College, we pride ourselves on the close mentoring relationships that graduate students develop with faculty



members. This is true across the board, in all of the disparate areas in which we offer graduate degrees: business, education, music, and nutrition.

There is a Japanese belief that says that to get to the bottom of an issue, one

must ask "why" seven times. This is the kind of thinking we encourage in our graduate students. We seek those who think beyond the obvious, who persistently keep asking why. Those who welcome the opportunity to dig deep, to delve into the meanings of all those "whys." Come take advantage of this chance to engage, to question, to search out answers.



MESSAGE

*from the Director of
Graduate Studies*

Deborah J. Horvitz, M.S.Ed.

WELCOME TO THE
John E. Weems
Graduate

School at Meredith College.
You will soon discover that
Meredith is a very special
place, where students and
faculty support each other
and learn together.

At the graduate level, the
students bring a wealth of work experience
into the classroom, enriching each class.

We want you to be inspired, to be chal-
lenged, to enjoy the intellectual stimulation

of your graduate study. Take what you
learn in class back to your workplace and
share it with your colleagues.



Whether you are here to
study business, education,
music, or nutrition, let your
enthusiasm for the subject
inspire those around you. Be
a leader as you delve deeper
into the topic. Contribute

not only to your classroom discussion, but
also to your field.

And most of all, enjoy your time here!



GENERAL INFORMATION

THE RICH HERITAGE ENJOYED BY the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Graduate programs are a part of the rich heritage of Meredith. The College offered the master's degree from 1899 to 1915. Since the autumn of 1983, Meredith has offered master's degrees in business administration, education, and music. A Master of Science in Nutrition was begun in autumn of 2001. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School in honor of Meredith's sixth president, who was instrumental in the establishment of graduate programs.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-1999; Maureen Hartford, 1999-present.

Historic Statement of Purpose

The charter of Meredith states the purpose of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

This historic statement of purpose is expressed in the following contemporary statement of mission.

The Meredith College Statement of Mission

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

Purpose

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education, and to support research and scholarly activities. Specific goals include:

- (1) to emphasize integrity in scholarship and personal relationships;
- (2) to emphasize values, ethics, and excellence in graduate education and scholarly work;
- (3) to promote cultural diversity and intellectual collegiality;
- (4) to attract, develop, and retain a faculty that strives for excellence in teaching, scholarship, and artistic performance.

The John E. Weems Graduate School is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097 telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, *Master of Health Administration, Master of Music, and Master of Science in Nutrition. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. The Didactic Program in Dietetics and the Dietetic Internship

Program are accredited by the commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL, 60606-6995, telephone 312-899-4876). The Paralegal Program is approved by the American Bar Association.

Student Services

Student Life

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convocations, and special events are open to all graduate students.

Cate Center, a modern facility that serves as the student center, provides a study and lounge area. This area offers graduate students the convenience of a telephone, personal computers, an ATM machine, a wide-screen television, and various bulletin boards for announcements and information. Also in the Cate Center is the Meredith supply store and the BeeHive Café, where students can purchase fast foods as well as healthful meals and snacks. The BeeHive Café is open:

Monday–Thursday	7:30 a.m.–8:00 p.m.
Friday	7:30 a.m.–4:00 p.m.

It is closed on Saturdays and Sundays and operates on a reduced schedule during breaks and the summer months.

Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day:

Breakfast

Monday–Friday	7:30–8:30 a.m.
Continental breakfast	8:30–10:15 a.m.
Saturday/Sunday	8:30–10:00 a.m.
Brunch	11:30 a.m.–1:30 p.m.

Lunch

Monday–Friday	11:30 a.m.–1:30 p.m.
<i>Light Lunch</i>	
Monday–Friday	1:30 a.m.–2:00 p.m.

Dinner

Monday–Thursday	4:30–6:30 p.m.
Friday–Sunday	4:30–6:00 p.m.

Belk Dining Hall is closed during breaks.

** Meredith is currently evaluating its Master of Health Administration (MHA) program. Applications for this program are not presently being accepted.*

The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Carroll Health Center serves as a resource for information on health and immunizations and offers first-aid for medical emergencies from 7:00 a.m.–7:00 p.m. Monday through Friday.

Recreational facilities include an indoor swimming pool and weight room in Weather- spoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

Student Identification

Students are required to have I.D. cards to check out books from the library, make copies, access computer labs and use Meredith facilities.

Library

The Carlyle Campbell Library provides information resources in a variety of formats, including digital, full-text image, print, videotape, laserdisc, and microforms. ALIS, the Automated Library Information System, may be accessed using telnet or modem.

Career Center

The Meredith College Career Center offers a variety of services for graduate students. Located in Cate Center, the purpose of the Career Center is to facilitate the career development of the Meredith community through relevant programs, counseling, resources and educational activities. The office assists students in career counseling and coaching, resume consultation, interview preparation, cooperative education, employment assistance, and resource information.

Due Process

A student who is experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor. It is the professor's responsibility to fully explain all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the department head. Should further action be required, the matter should be discussed with the director of graduate studies.

Faculty/Administration

The faculty at Meredith provides the momentum through which the College functions. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, serve on committees, and help establish the academic policies of the College.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational, and cultural resources directly accessible to Raleigh.

Degrees Offered

Meredith College's John E. Weems Graduate School offers the graduate degrees of Master of Business Administration, Master of Education in Elementary Education (Licensure in ESL, Reading, or Elementary Education), Master of Music in performance and pedagogy, and Master of Science in Nutrition.

Non-Discriminatory Policy

The John E. Weems Graduate School does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered program, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, gender, age, or disability.

Honor System

Founded on the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity.

Honor Code Policy

STATEMENT OF HONOR

The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom s/he works. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, graduate students must be honorable in their work and actions. In particular, they must refrain from cheating, stealing, lying, or plagiarizing.

VIOLATIONS

Any dishonorable action will be regarded as a violation of this commitment. Students who violate the honor system have an obligation to report themselves to the proper authorities. If they are aware of a violation by another student, they should call that student's attention to the violation and ask that s/he turn themselves in. If the student refuses, the observer must decide on the basis of their conscience whether or not to report the student whom s/he believes has violated the honor code.

PROCEDURES

1. Students should report themselves or be reported to an instructor, coordinator, or director of their graduate program. In addition, an instructor who observes students in violation of the honor code should confront them.
2. Upon receiving such a report or making such an observation, the instructor should notify the director of graduate studies.
3. The director of graduate studies will convene a Graduate Honor Council composed of a member of the Graduate Student Association, a faculty member, and a member of the Graduate Studies Committee. The director will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the director.
4. The director will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.
5. If they wish, the student may appeal the ruling to the director within 48 hours of notification of the decision.
6. Should the student wish to appeal further, s/he may do so within 48 hours to the vice president for academic affairs. Final appeal may be made within 48 hours to the president of the College whose ruling is final.

NOTE: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy an academic penalty he/she shall deem appropriate.

ADMISSIONS

Admission Procedure

Graduate programs operate on a continuous admissions procedure. For admission to a program, an applicant's file must be complete by August 1 for fall admission, December 1 for spring admission, and May 1 for summer admission.

Committed to the development of the individual, the John E. Weems Graduate School seeks to enroll students who will not only benefit from a particular graduate program, but who will also contribute to the classroom discussion from their work experience. Each applicant is evaluated by an admissions committee on the basis of her or his baccalaureate-level preparation, undergraduate grade point average, letters of reference, standardized test scores, work experience, and other criteria established by the specific departments.

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School. A \$50.00 non-refundable application fee must accompany all graduate applications.

Applications may be obtained by writing or calling:

*The John E. Weems Graduate School
Meredith College
Park Center
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
Telephone: (919) 760-8423
Fax: (919) 760-2898
www.meredith.edu*

Regular Admission

An applicant fully qualified by departmental admissions criteria is granted regular admission. A student has up to six years to complete the requirements for the degree. At

that time, her or his admission is terminated. Six semester credit hours are considered full-time in each of the graduate programs.

Provisional Admission

Provisional admission may be granted to a student who has applied for regular admission to one of the graduate programs, but still needs to take some pre-requisite courses. The student is fully admitted pending the successful completion (earning an A or a B) of the required pre-requisites. It is assumed that anyone who is admitted provisionally will continue on through completion of the graduate program.

Men may take undergraduate classes as pre-requisites if they are admitted provisionally.

Provisional status is limited to two calendar years. Students who fail to qualify for regular admission within two years will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the director of graduate studies.

Post-Baccalaureate Study (PBS)

A student with a bachelor's degree from a regionally-accredited college or university may enroll in graduate courses without being admitted to a degree program. No more than six credit hours taken in this manner may be applied toward graduate degree requirements. Women may also take undergraduate courses in this way. Men may not take undergraduate courses with the PBS status because they have not been admitted into the graduate school.

A person who applies for post-baccalaureate study must submit a Post-Baccalaureate Study (PBS) application form, a non-refundable fee of \$25.00, and have official transcripts from all colleges and universities

attended sent directly from those institutions to the John E. Weems Graduate School. Test scores and recommendations are not necessary as part of the PBS application.

PBS-status students may register for classes only after regularly-admitted and provisionally-admitted students are registered.

If a PBS student decides to apply as a degree candidate, all requirements for regular admission must be met, and an additional \$25.00 non-refundable fee be submitted with admission materials. The graduate studies office may request an update of the application form.

Application Procedures

Applicants must submit the following materials to the graduate studies office for their application to be considered complete:

1. an official Meredith College Graduate School application form (this includes essay questions for the Business program);
2. a non-refundable application fee of \$50.00 for regular admission, or of \$25.00 for PBS status;
3. an official baccalaureate degree transcript mailed directly from a regionally-accredited college or university, plus official transcripts from all other post-secondary institutions attended;
4. an official report of the applicant's scores from the Educational Testing Service (Business program requires GMAT, Education requires GRE or MAT, Nutrition requires GRE, and Music does not require a standardized test);
5. two letters of recommendation from people with knowledge of the applicant's work or ability;
6. statement of work experience (a C.V. or resume); and

7. international students must submit Test of English as a Foreign Language (TOEFL) scores (see below for other documents that international students must provide).

In addition, an interview or audition with the program director may be required, according to the specific programs; please check with the department to learn of other requirements.

Notification of Admission

An applicant is notified of admission status in writing by the program director upon completion of the review process by the Admissions Committee. An admitted student is subject to the requirements and policies in the Graduate Catalogue effective at the time of formal admission.

To accept the offer of admission, the student will return to the graduate studies office a Confirmation Form and a non-refundable deposit of \$100 to hold a place in the class. This deposit will be applied toward the student's first tuition bill.

International Students

Except in cases where English is their native language, international applicants must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). For the MBA program, the minimum TOEFL score is 500 (173 computerized). These scores must not be over one year old, unless the student has been enrolled full-time in an accredited American college or university in the interim.

The John E. Weems Graduate School does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at

American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155

An international student must also present copies of the following forms to the graduate studies office:

1. Passport
2. Visa*
3. Arrival/Departure Record if applicable
4. I-20 ID if applicable
5. Alien Registration Number (permanent resident only)
6. Financial statement showing resources for a two year period
7. Proof of health insurance

The John E. Weems Graduate School requires official college transcripts. Personal copies of transcripts are not accepted. The student must request the registrar of each institution at which they have enrolled to send an official transcript to the attention of the graduate school office. All foreign transcripts must be evaluated by World Education Services, Inc. (www.wes.org).

Visiting Students

A visiting student is a graduate student enrolled in another college or university who for various reasons wants to take a course or two at Meredith College, and have the credit transferred to the originating school. A visiting student must submit a Post-Baccalaureate Study (PBS) application, a non-refundable \$25.00 fee, and a letter from the school to which s/he plans to transfer the credit. The letter should state that the student has

permission to take specific courses at Meredith. In addition, the visiting student must request that the registrar at Meredith send a copy of the transcript to the originating school when the course(s) is/are completed.

Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, and St. Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of an advisor. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The director of graduate studies will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses may also be taken through CRC with the prior approval of the student's advisor.

** Applicants holding F-1 Visas must list the school or college they have permission to attend, and submit a copy of their current I-20 form. The College will assist them in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained. A student must have regular admittance to the program to receive an I-20.*

COSTS AND FINANCIAL ASSISTANCE

Costs

Charges for graduate courses for the academic year 2001-2002 are as follows:

- Business Administration:
\$330.00 + \$25.00 (technology fee)
per credit hour
- Education, Nutrition, Music*:
\$310.00 + \$25.00 (technology fee)
per credit hour

If a student needs undergraduate courses as pre-requisites before receiving entry to a given program they are \$385.00 + \$40.00 (technology fee) per credit hour.

Financial Assistance

Graduate students are eligible to borrow funds from the Federal Stafford loan program to assist with their educational expenses. Currently, students can borrow up to \$18,500 per academic year from the Federal Stafford loan program. The interest rate is not to exceed 8.25 %. In order to be considered for the loan program, students must complete a Free Application for the Federal Student Aid (FAFSA). Applications for financial assistance and for the loan programs are available at the Office of Financial Assistance in Johnson Hall or by visiting www.fafsa.ed.gov.

Scholarships and Tuition Grant

Business Administration

Two scholarship funds provide financial assistance to students in the Master of Business Administration program. Information about these scholarships is mailed to eligible students.

- (1) The Shearon Harris Scholarship Fund was established in memory of Shearon Harris, a Meredith trustee, chairman of the Board of Associates and an exemplary community leader. His family established the fund to express a com-

** Additional charges are added for certain applied music lessons in the Master of Music program.*

mitment to church-related higher education to perpetuate his interest in Meredith College students.

- (2) The Wyford Scholarships are made possible by a bequest from Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established by her husband, Guy E. Wyatt; her mother, Bess J. Hord; and her father, John Ferris Ledford.

Education

A tuition grant of \$200 for each three-hour course is available to teachers enrolled in the Master of Education program. Students must be under contract in a public or private North Carolina school at the elementary, middle, or secondary level. In order to verify this status, the principal of the school must complete a form which the student must return to the accounting office.

Music

Two scholarship funds provide financial assistance to students in the Master of Music program.

- (1) The Dr. Harry C. Cooper Scholarship was established to honor the long-time head of the music program at Meredith.
- (2) The Beatrice Donley Scholarship was established to honor the long-time head of the vocal section of the music program at Meredith and is awarded to a voice student.

Information on these scholarships can be obtained from the coordinator of music graduate studies or the music office.

Parking

A student parking on campus is required to have a parking decal, which can be purchased for the academic year (August through July) for \$80.00 from the campus security office. Parking is permitted in any space marked "commuter."

ACADEMIC POLICIES

Choice of Catalogue

The catalogue for the year in which a student enters Meredith is the catalogue that governs the degree requirements during the student's period of residency. S/he may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which s/he is readmitted or those of a subsequent catalogue. Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (shown below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. When an individual student raises a question about her or his grade, s/he should be dealt with openly and fairly. Students should have the opportunity to examine assignments they submit and to understand the mark assigned to them. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, s/he may consult with the head of the program or school and then with the vice president for academic affairs.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing

F	Failure
W	Withdrawal
I	Incomplete
Z	Interim grade
N	Missing grade
Au	Audit
NA	No Audit

The "I" grade is given when a student and a professor have agreed that, for good reasons, the student cannot complete the course on time. The professor sets forth the requirement for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate studies office. All work must be completed no later than the final class day of the following semester, or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate office.

An "N" grade will be assigned at the discretion of the graduate office when a professor has turned in a grade roster. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

Grade Changes and Corrections

A professor may make grade changes in consultation with the department head or dean. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade change has been given, the grade cannot be changed on the basis of additional

assignments completed after the semester is over (does not apply to an “I” grade).

Graduate Appeals Process

A student who receives one grade of C will receive a letter of “Academic Warning” from the program director. The student will be required to meet with the director of the specific program to review the circumstances and to receive further counsel and guidance that may apply to those circumstances.

A student who receives two grades of C will be placed on “Probation” and will be notified in writing by the program director and will be required to meet with that program director.

A student who receives three grades of C will be automatically dropped from the graduate program. The student will be notified in writing. The student may appeal to the appropriate Academic Progress Committee within eight months of the notice. The student will be notified in writing of the committee’s decision within five working days of the committee meeting. The committee may choose to specify additional conditions for readmittance and/or continuance. Further appeal may be made to the director of graduate studies and then following that, to the vice president for academic affairs.

For the graduate appeals process for the School of Business, see page 21.

Retention

A graduate student who receives an F grade will have her or his status automatically reviewed by the department or school. S/he will be notified within ten working days whether s/he will be allowed to continue the program and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the department head or dean.

Transfer Credit

Requests for transfer of graduate credit from another regionally-accredited institution will be evaluated by the school or department. Depending on the degree requirements and the course content, the department or school reserves the right to deny its transfer. Requests for transfer of credit should be accompanied by an official transcript(s), course descriptions, and syllabi. Courses taken at Cooperating Raleigh Colleges are considered transfer credits. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better. Check with the department head or dean of the specific program or school for specific requirements.

Distance Learning Credit

The graduate school will not accept toward a degree more than three semester hours credit from instruction based on distance learning technology such as correspondence, television, or Internet. This limit applies whether or not the distance learning course is taken at Meredith or at another institution. The department reserves the right to evaluate the nature of any such course. Whether presented as an admission credential or taken after admission to the program, any distance learning credit must be earned at a regionally-accredited institution and must have approval of the department head or dean of the program or school.

Auditing a Course

A student who wishes to change grading for a course from a letter grade credit to audit must submit a completed drop/add form signed by the professor and advisor to the graduate studies office within the first 12 hours of instruction in the course. A 50-minute class is considered one hour of instruction.

Dropping/Adding a Course

A student may add a course or change sections only during the first five days of the semester if space is available in the class and with the consent of the professor. Drop/add forms must be signed by the student, the professor, and the advisor and be submitted to the graduate studies office.

Withdrawals/Leaves of Absence

A student who wishes to withdraw permanently from the program must submit an official withdrawal form signed by the advisor and department head or dean to the graduate studies office.

All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emergency withdrawals. (*See page 15, Grading*). All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which s/he is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, s/he will be treated as if s/he were still in the course and the grade recorded accordingly.

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, s/he is responsible for the following percentage of the full semester tuition:

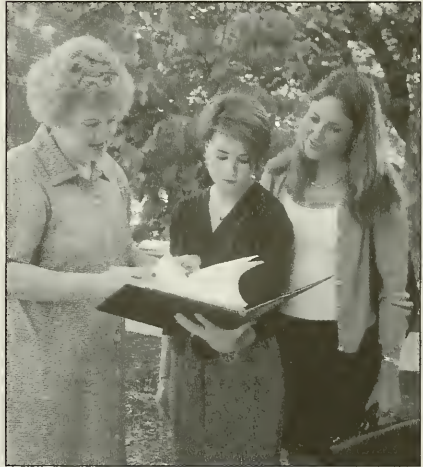
Up to and including the 5th day of the semester	0%
6th through 10th day of the semester . .	20%
11th through 20th day of the semester .	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the

director of graduate studies or an official leave of absence notification from the registrar.

A student is responsible for 100 percent of course fees after the 5th day of the semester and will be billed according to the requirements above.

Students who wish to interrupt their graduate study for at least one semester should notify their advisor and the department head or dean of their intent by signing a leave of absence form. They may later return to the program with the same status they held at the time of their departure and under the same catalogue. This policy does not change the six-year time limit (starting when the student entered the program) required for completion of the graduate degree.



Michelle Celey (middle) and Lori Quinn Allred (right) find that Meredith's graduate faculty members are accessible both in and out of the classroom.

Special Studies

Special study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to the experiment within the limitations of a tight curriculum. This category includes

individual study, special topics, off-campus study (foreign and otherwise), and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the department head or dean and the advisor.

Academic Advising

Each graduate student will be assisted by the program director in planning their program of study from beginning to completion.

Commencement

Commencement is held in May and December of each year. August graduates are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

Degree Requirements

The following information applies to all students who receive the master's degree from The John E. Weems Graduate School at Meredith College:

1. A student may not apply more than six hours of C grades toward her/his degree.
2. A student is expected to complete requirements for her/his degree within six calendar years. Under unusual circumstances, students may request an extension. The request must be made to the department head or dean and submitted to the graduate studies office.
3. A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.
4. A student who has completed all coursework toward the degree but still needs to complete the other degree requirements must be registered for one hour per semester. This is accomplished by registering for course 800, which carries no graduate credit.
5. Limitations on the maximum number of graduate courses or hours which may be applied to the degree requirements are established by each department.
6. A student may not apply more than six hours of transfer credit to a degree program.
7. A student may not apply more than six hours taken at Meredith as a Post-Baccalaureate Study status student toward degree requirements.
8. A student may not apply more than six hours of CRC credit to a degree program.
9. All pre-requisites must be completed with a grade of C or better.

Inclement Weather

In case of class cancellations resulting from inclement weather, the College will run public announcements on local radio and television stations. Information about daytime and evening class cancellations is available by calling Meredith's Inclement Weather Line, (919) 760-2384, or checking in with WRAL.

In the event that the College does not cancel classes, individual instructors will still have the option of telling their class that they cannot come in.

All instructors must include an inclement weather policy on their syllabi, as well as instructions to students regarding how to obtain information on any class cancellations.

MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program is designed to provide advanced study for women and men who are currently in management or administrative positions, or who aspire to such positions. The primary purpose of the program is to provide students with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables students to make greater contributions to their organizations and communities, to advance their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) improve analytical, problem solving, communication and decision-making skills;
- (2) integrate business experience with current theories of management and explore new business concepts in marketing, economics, accounting, and finance;
- (3) analyze alternative solutions to business problems involving social, legal, economic, political, and ethical factors; and
- (4) develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the prerequisites are available either in the day or in the evening. Classes are usually held in the Shearon Harris Building.

Admission Policy

The MBA Admissions Committee reviews all aspects of an applicant's file. The committee seeks to admit those who have

had prior academic success, who show promise for a high level of achievement at the graduate level as evidenced by a strong GMAT score, and who have substantial work experience. Preference is given to those applicants with at least two years work experience.

The MBA program utilizes two types of admission: regular and provisional (*see page 11*). Applicants for admission must submit all materials listed under Application Procedures. Once a decision is made to accept an applicant for admission, the applicant is granted regular admission. Provisional admission status is granted to those applicants who are admitted but who have not completed all pre-requisite classes. Students may remain on provisional status two years from date of their acceptance letter. All pre-requisite courses must be completed with a grade of C or better before any graduate courses may be taken.

Application Procedures

After submitting the application form with essay questions for graduate school and the non-refundable application fee, an applicant must submit the following materials to that graduate studies office in support of the application:

1. an official baccalaureate degree transcript mailed directly from a regionally-accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended;
2. an official report of the applicant's scores from the Graduate Management Admission Test (GMAT);
3. two letters of recommendation from people with knowledge of the applicant's work or ability, sent to the graduate studies office;

4. statement of work experience;
5. international students must submit Test of English as a Foreign Language (TOEFL) scores (*see page 12 for other documents international students must provide*).
6. In addition, the applicant must successfully complete an interview with the MBA director, who contacts candidates to schedule interviews.

For more information about submitting an application contact:

*Meredith College School of Business
3800 Hillsborough Street
Raleigh, NC 27607-5298
Telephone: (919) 760-8058
Fax: (919) 760-2898
E-mail: MBA@meredith.edu*

Graduate Management Admission Test (GMAT)

The Graduate Management Admission Test (GMAT) must be taken before admission to the program. It is administered as a computer adaptive test (CAT) throughout North America and at many international sites.

The MBA Explorer Web site, www.gmat.org, describes the GMAT CAT, where it is given, how to schedule an appointment, what to expect at the test center, about GMAT scores, and how to prepare for the test. To request a paper copy of this information or to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTT device for deaf and hard-of-hearing people: 1-609-734-9362
- e-mail: gmata@ets.org
- mail: form in Meredith's Graduate Studies office

To make an appointment for the GMAT CAT, call 1-800-462-8869 in the U.S. and Canada (see the GMAT bulletin for international phone numbers).

Applicants should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the Graduate School will receive an official record of their test scores. The official GMAT score must be reported to Meredith College before the application is considered complete.

Technical Proficiency

All students are required to be able to use word processing, spreadsheets, and presentation graphics software. Students needing software instructions can contact the MBA director, who has information on one-hour courses offered by the technology services department.

Financial Assistance

Loan information is available through the Meredith Office of Financial Assistance.

Two scholarship funds, the Shearon Harris scholarship fund and the Wyford Scholarships, are available to enrolled students on merit or a need basis. Information about these scholarships is sent to students during spring semester each year (*see page 13*).

Appeals Process

A student who receives one grade of C will receive a letter of "Academic Warning." The student will be required to meet with the director of the MBA program to review the circumstances and to receive further counsel and guidance that may apply to those circumstances.

Students who receive two grades of C will be placed on "Probation." The student will be required to meet with the MBA director.

A student who receives three grades of C will be automatically dropped from the MBA program. The student will be notified in writing. The student may appeal to the School of Business Academic Progress Committee within eight months of the notice. The student will be notified in writing of the committee's decision within five working days of the committee meeting. The committee may choose to specify additional conditions for readmittance and/or continuance. Further appeal may be made to the dean of the School of Business and, following that appeal, to the vice president for academic affairs.

Program of Study

The MBA program consists of 36 semester hours of graduate work. An additional 27 hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years.

<i>Required Prerequisites</i>	<i>Semester Hours</i>
Economic Principles (ECO 100, 101, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 141 or equivalent, including MAT 144)	3
Principles of Management (BUS 240 or equivalent)	3
Principles of Marketing (BUS 260 or equivalent)	3
Corporation Finance (BUS 370 or equivalent)	3
Total Semester Hours	27

Required Prerequisites

ECO 100 Macroeconomic Principles

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *3 hours*

ECO 101 Microeconomic Principles

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. *3 hours*

ACC 230 Principles of Accounting I

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. *3 hours*

ACC 231 Principles of Accounting II

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements.
Prerequisite: ACC 230 *3 hours*

MAT 141 College Algebra

This course, a study of the algebra of functions, is a college level mathematics course. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. *3 hours*

MAT 245 Statistics I

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 141 or MAT 120 or equivalent level of mathematical maturity. *3 hours*

BUS 240 Principles of Management

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. 3 hours

BUS 260 Principles of Marketing

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. 3 hours

BUS 370 Corporation Finance

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 101, ACC 230, ACC 231, MAT 141, and MAT 245 3 hours

Students may complete prerequisites while they are classified under provisional admission. All prerequisites must be completed before enrolling in any 600-level courses. All prerequisites must be completed with a grade of C or better. No prerequisite courses will be accepted if they were taken more than 10 years prior to formal admission to the John E. Weems Graduate School.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the director of the MBA program.

Graduate Courses

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

<i>Required Courses</i>	<i>Semester Hours</i>
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3
<i>Electives</i>	
BUS 690 Independent Study	3
<i>or</i>	
BUS 695 Special Topics in Business	
Total Semester Hours	36

COURSE DESCRIPTIONS

Master of Business Administration

ECO 610 Macroeconomic Environment of the Firm

Study of the behavior of the national economy and its impact on business. The focus is on predicting the effects of major economic events and government policy on the performance of the firm and managerial decision making. Special emphasis on business cycles, inflation, interest rates, taxation, and foreign exchange rates.

Summer 3 hours

ECO 611 Managerial Economics

An analysis of the application of microeconomic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Fall 3 hours

BUS 630 Accounting for Managerial Decisions

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation.

Fall 3 hours

BUS 635 Managerial Finance

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisite: Bus 630

Spring 3 hours

BUS 640 Management Information Systems

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

Summer 3 hours

BUS 646 Management Processes and Policy

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation may be used to provide realistic interpretation of the subject matter.

Fall 3 hours

BUS 648 Organizational Theory and Behavior

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646
Spring 3 hours

BUS 649 Quantitative Analysis for Management

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others.

Fall 3 hours



BUS 654 Legal, Regulatory and Ethical Issues

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

Spring *3 hours*

BUS 660 Marketing Strategy

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy.

Spring *3 hours*

BUS 690 Independent Study

A problem selected by the student, approved by the dean of the school of business, and developed with the guidance and direction of a faculty member. The approval form must be signed by the dean, the director of the MBA Program, and the vice president for academic affairs. Activities include research (primary or library), reading, and conferences with the faculty member.

Prerequisite: 18 graduate hours
Fall, Spring, or Summer *3 hours*

BUS 695 Special Topics in Business

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

Prerequisite: 18 graduate hours
Summer *3 hours*

BUS 699 Management Seminar

A capstone study that examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. *Prerequisite:* For MBA students, completion of 30 hours of graduate courses including BUS 630, 635 646, 660 and either ECO 610 or 611.

Summer *3 hours*

COE 600 Graduate Cooperative Education

A cooperative educational experience with companies and agencies approved by the Career Center and the student's advisor. Participating students are supervised by an advisor assigned by the business school. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which they are enrolled in a cooperative experience. *Prerequisite:* Three semester hours of graduate credit at Meredith.
Fall, Spring, or Summer *3 hours*

MASTER OF EDUCATION

THE GOAL OF THE MASTER OF EDUCATION degree program is to provide curricula for the continuing professional development of the school educator who has a baccalaureate degree and a teaching license. All students take a common core of courses and select a concentration. Licensure options include Reading, English as a Second Language (ESL), or Elementary Education. Elementary Education licensure students must have a K-6 license.

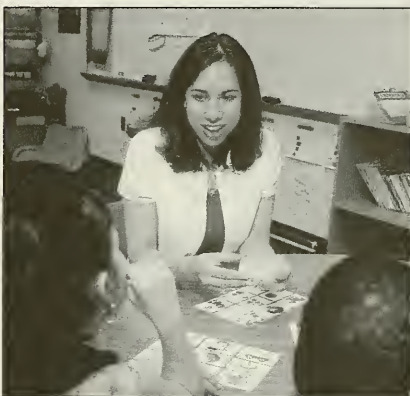
The program is structured to encourage extensive reading, independent thinking, creativity, and appropriate research. As professional educators, it is expected that students will take an active interest in the overall development of students K-12. Courses are scheduled for fall, spring, and summer so that full-time teachers can continue both professional service and professional career development during graduate study.

The core program is designed to enable a teacher to develop as a reflective practitioner who will be able to demonstrate the following skills:

1. critically evaluate the purposes of education and develop their own philosophy of education;
2. explore and evaluate understandings of the nature of the learner and the learning process;
3. design curriculum that reflects the student's philosophy of education, understanding of the learner, learning processes, and the culture of schooling;
4. meet the learning needs of linguistically, socio-economically, and culturally diverse school populations;
5. explore the philosophical, cultural, and educational implications of current educational technologies and their potential value in contemporary classrooms;

6. be a teacher researcher; and
7. work creatively and effectively with the content areas of the school curriculum.

The area of concentration enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in an M-level license in that area.



Stacey Klatsky is able to apply the concepts she has learned through Meredith's Master of Education program in her own classroom.

Application Procedures

After submitting the application form for graduate admission and the \$50.00 non-refundable application fee, an applicant must submit the following materials to the Graduate Studies office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate grade point average is expected to be 2.5 or better on a scale of 4.0.

2. A copy of the applicant's teaching license.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). A minimum score of 35 for the MAT, or 1000 for the GRE, is required for admission.
4. Letters from two professional educators recommending that the applicant be admitted to graduate study. It is the responsibility of the applicant to ask the references to write directly to the graduate office.

A prospective applicant who wishes to discuss the application process or the graduate study program may make an appointment for an interview by calling or writing:

Meredith College
Department of Education
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
Telephone: (919) 760-8058
E-mail: GradEducation@meredith.edu

Testing

The applicant is required to take the Miller Analogies Test or Graduate Record Exam prior to admission. For additional information on the MAT, contact the Psychology Department at North Carolina State University. For registration information, call the MAT clerk at (919) 515-2251 between 8:00 a.m. and 5:00 p.m. Monday through Friday. For additional information on the GRE, contact (609) 771-7670 or visit the website at www.gre.org.

Tuition Grant

A tuition grant of \$200 for each three-hour course is available to teachers enrolled in a Master of Education program. Students must be under contract in a public or private North Carolina school at the elementary, middle, or secondary level. In order to verify this status, the principal of the school must complete a form which the student must return to Meredith's accounting office. In

addition, loan information is available through the Meredith financial aid office.

License Renewal

A student who has a baccalaureate degree from a regionally-accredited college or university and who has a North Carolina public school license may want to just earn licensure renewal rather than a Master's degree. To do this at Meredith College, the applicant should apply for Post-Baccalaureate Study (PBS) status. This requires the submission of an application form, a non-refundable fee of \$25.00, and having transcripts from all previously-attended colleges and universities sent directly from those institutions to the John E. Weems Graduate School. Test scores and recommendations are not necessary as part of the PBS application.

If a PBS student decides to apply as a degree candidate, all requirements for regular admission must be met, and an additional \$25.00 non-refundable fee submitted with the admission materials. No more than six credit hours taken under PBS status may be applied toward graduate degree requirements. The graduate studies office may request an update of the application form.

It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

Comprehensive Examinations

Upon completion of all courses and research, a student must pass a comprehensive written examination. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. Each student, whether choosing the EDU 640 or EDU 650 research option, will defend her or his research project or thesis through an oral examination. A student who has completed all coursework and wishes to take only the comprehensive exams during a semester must enroll in EDU 800.

Program Requirements**M. Ed. with an emphasis in Reading
(includes K–12 Licensure in Reading)***Pre-requisite:* A-Licensure*Semester Hours*

EDU 255 Literature in the Elementary School, or equivalent 3

EDU 344 Communication Skills in the Elementary School 3

Specialty Courses

EDU 670 Reading: Past, Present, Future 3

EDU 672 Assessment of Reading Competencies 3

EDU 673 Reading Intervention Strategies 3

EDU 674 Clinical Applications of the Reading Process 3

Elective Course (approved by advisor) 3

Required core courses:

EDU 600 Curriculum Development 3

EDU 610 Advanced Educational Psychology 3

EDU 620 Philosophy of Education 3

EDU 630 Educational Research 3

EDU 671 Reading Across the Curriculum 3

*Required Research:*EDU 640 Research Project in Education 3
OR

EDU 650 Thesis 6

Total Semester Hours 33–36**K–12 Reading Licensure Only Option:***Pre-requisites:* EDU 255, EDU 344, EDU 670, EDU 671, EDU 672, EDU 673, EDU 674, Approved Elective **18 hours**

To complete the requirements for the North Carolina license in reading, a passing score on the PRAXIS Reading test is necessary.

M.Ed. with an emphasis in English as a Second Language (includes K–12 Licensure in ESL)*Pre-requisite:* A-Licensure

- Experience learning a second language before or during the student's Meredith experience: Native speakers of English must have one year of university foreign language instruction or equivalent; for non-native speakers, proficiency in English will meet this requirement. Non-native speakers of English must score 600 or higher on the Test of English as a Foreign Language (TOEFL), and a score of 55 or higher on the Test of Spoken English (TSE) or its institutional equivalent (the SPEAK test). These scores should not be more than one year old.
- Competency in English grammar as determined through an existing exam developed and administered by faculty of the English department must be satisfied before completion of the program.

Specialty Courses: *Semester Hours*

EDU 541 Methods of Teaching ESL 3

EDU 545 Culture and the Language Teacher 3

EDU 643 Second Language Acquisition 3

EDU 647 Teaching ESL in the Public Schools 3

EDU 649 Advanced Methods of Teaching ESL (includes 30-hour practicum) 3

ENG 605 Study of Linguistics 3

Required core courses:

EDU 600 Curriculum Development 3

EDU 610 Advanced Educational Psychology 3

EDU 620 Philosophy of Education 3

EDU 630 Educational Research 3

EDU 671 Reading Across the Curriculum 3

*Required Research:*EDU 640 Research Project in Education 3
OR

EDU 650 Thesis 6

Total Semester Hours 36–39

K-12 ESL Licensure Only Option:
EDU 541, EDU 545, EDU 643, EDU 647,
EDU 649, ENG 605 **18 hours**

To complete the requirements for North Carolina license in ESL, a passing score on the PRAXIS Teaching English as a Second Language test is necessary.

M.Ed. with an emphasis in Elementary Education (K–6)
Pre-requisite: A-Licensure

Specialty Courses: *Semester Hours*
Students must take at least one course in each of the following areas:

Reading	3
Mathematics	3
ESL	3
Six additional hours	6
must be chosen and approved by the department director of the graduate program. Courses must enhance your professional development.	

Required core courses:

EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 671 Reading Across the Curriculum	3

Required Research:

EDU 640 Research Project in Education	3
OR	
EDU 650 Thesis	6
Total Semester Hours	33–36

COURSE DESCRIPTIONS

Master of Education

EDU 541 Methods of Teaching ESL

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting. *3 hours*

EDU 545 Culture and the Language Teacher

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning. *3 hours*

EDU 600 Curriculum Development

Focusing on “what is learned” and “should be learned” in educational institutions, the course examines perspectives and paradigms of curriculum thought and their connection to educational practice. Attention is given to the relationships between content, pedagogic practice, assessment and curriculum orientation. Students engage in critical reflection on fundamental issues concerning the curriculum; the purpose of education, hidden and explicit learning experiences, the organization and construction of knowledge. In the development of a curriculum project, students apply this understanding to the process of improving classroom and/or institutional practices.

Fall: odd-numbered years 3 hours

ENG 605 Study of Linguistics

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have

changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language. *3 hours*

EDU 610 Advanced Educational Psychology

An in-depth exploration of fundamental questions about teaching, learning and human development designed to facilitate more meaningful classroom teaching. The course is highly interactive with learning taking place through individual and group research projects, seminar discussions, student directed workshops and presentations; thus, facilitating the development of teachers as researchers and educational leaders.

3 hours

EDU 620 Philosophy of Education

An exploration of our rich cultural heritage of educational ideas. Students will explore fundamental questions of educational purpose and practice through the study of educational philosophers past and present, analysis of the philosophical perspectives and practices underlying current practice, and development of their own philosophies of education. Students are expected to become reflective about their own thought processes, their philosophical and cultural assumptions, and develop their own visions of possibilities for classroom practice congruent with their well-justified and coherently articulated educational philosophy.

Fall, even-numbered years

3 hours

EDU 630 Educational Research

Organized around classroom-based inquiry and focused on the development of teachers as researchers, this course emphasizes understanding of research design and methods; reading and interpreting empirical information in professional literature; collecting and interpreting data; and linking research findings to educational practice. Also emphasized are the uses of library and

Internet resources; analysis and critique of educational research; collaboration with colleagues in the research process; and an introduction to elementary statistics.

Spring, even-numbered years

3 hours

EDU 640 Research Project in Education

An in-depth, student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

3 hours

EDU 643 Second Language Acquisition

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications are made to second language teaching.

3 hours

EDU 647 Teaching ESL in the Public Schools

A course focusing on the particular needs of K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction and the adaptation of curricular materials.

3 hours

EDU 649 Seminar in Advanced Methods of Teaching ESL

A culminating course consisting of a 30-hour K-12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology.

3 hours

EDU 650 Thesis

The student will research, write and defend orally the results of an in-depth

examination of a department approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course. *6 hours*

EDU 670 Reading: Past, Present, and Future

An in-depth study of the research and theoretical models upon which understanding of the developmental process of reading is based. Emphasis is given to critical evaluation of the issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate an action research project and to be able to articulate their findings to interested parties. *3 hours*

EDU 671 Reading Across the Curriculum

An in-depth study of the reading and learning processes as they relate to different content areas of the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to meet the needs of students working in the content area. *3 hours*

EDU 672 Assessment of Reading Competencies

Students are introduced to the developmental continuum of reading and writing behaviors as identified by the North Carolina Standard Course of Study. An in-depth study

of both formal and informal procedures that may be used to identify children's progression along the continuum is undertaken. Teaching behaviors to be introduced as a response to information gained are identified and evaluated. Emphasis is given to case study work with individual children. *3 hours*

EDU 673 Reading Intervention Strategies

Focus in this course is upon using information gained from assessment procedures to plan instruction at a group level. A review of assessment protocols is required along with examination of how they can be utilized within a classroom. Implementation of targeted instructional programs based on ongoing collection and evaluation of information is required. *3 hours*

EDU 674 Clinical Applications of the Reading Process

An in-depth tutoring experience with children who are experiencing severe difficulties with the reading acquisition process. Students are required to develop a profile of the child's abilities using information gained from assessment procedures administered. Students are then required to develop and implement a program of instructional intervention for themselves. *3 hours*

Patricia Strong (right), a candidate for Meredith's Master of Music degree, prepares for an upcoming voice performance with coach Ellen Williams.



MASTER OF MUSIC IN PERFORMANCE AND PEDAGOGY

THE MASTER OF MUSIC IN PERFORMANCE and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through research and hands-on experience. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- (1) perform advanced literature well in a variety of situations;
- (2) continue growth in all music-related areas through research skills;
- (3) develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages; and
- (4) develop and use an advanced knowledge of music literature, history, theory, and pedagogy.

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session. Classes for the program are held in the Wainwright Music Building. Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee may be charged by the accompanist. As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

Admission

Admission to the program is limited to those who hold a baccalaureate degree from a regionally-accredited college or university, with a major in music.

Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the Graduate Studies office in support of the application:

1. an official baccalaureate degree transcript or its equivalent mailed directly from a regionally-accredited college or university, plus official transcripts from all other post-secondary institutions the applicant has attended;
2. two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the references to write directly to the graduate studies office;
3. international students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals;
2. an audition and an interview are both essential parts of the application procedure;
3. diagnostic tests in theory and music history (see the following pre-requisites).

Audition

The student performs from memory about 20 minutes of music, including at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalogue.

The applicant will sight-read some representative scores of easy to moderate difficulty. In an interview, members of the faculty will explore the applicant's background, experience and goals.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

*Meredith College
Department of Music
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
Telephone: (919) 760-8058
Email: GradMusic@meredith.edu*

Pre-Requisites

Entering graduate students must take department diagnostic tests in theory and in music history before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the music office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to advancement until achieving satisfactory performance of music at undergraduate senior level for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

Program of Study

A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>
MUA 500, 600 Principal Applied Study at Graduate level	10
MUS 620 Readings in Pedagogy	2
MUS 621 Practicum in Pedagogy	2
MUS 622 Selected Topics in Pedagogy	2
MUS 594 Seminars in Music Literature (two)	4
MUS 514 Literature of the Principal Applied	2
MUS 595 Seminars in Theory (two)	4
MUS 610 Basic Research in Music	3
MUS 696 Graduate Paper	1
MUA 612 Lecture-Recital	1
MUA 690 Graduate Recital	1
Total Semester Hours	32

Foreign language proficiency for voice majors: students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German, and Italian.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

COURSE DESCRIPTIONS

Master of Music in Performance and Pedagogy

APPLIED MUSIC

MUA 500, 600* Principal Applied Study

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. The student practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations held at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level).

2–3 hours

** Additional charges are assessed for applied music lessons and for professional accompanists for singers and instrumentalists.*

RESEARCH

MUS 610 Basic Research in Music

A series of assignments familiarize the student with reference material of all types necessary to conduct research in music. Assignments introduce specific problems and resources. Numerous short written assignments focus on various topics. The course culminates in presentations given by each student. This course is offered only in summer session.

3 hours

PEDAGOGY

MUS 620 Readings in Pedagogy

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

2 hours

MUS 621 Practicum in Pedagogy

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

2 hours

MUS 622 Selected Topics in Pedagogy

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

2 hours

MUSIC LITERATURE

MUS 594 Seminar in Music Literature

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate. *2 hours*

MUS 514 Literature of the Principal Applied

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions. *2 hours*

THEORY

MUS 595 Seminar in Theory

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate. *2 hours*

RESEARCH

MUS 696 Graduate Paper

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by the assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An advisor for the paper will be assigned by the department head. Two additional committee members will be select-

ed to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office. *2 hours*

RECITALS

MUA 612 Lecture-Recital*

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and the assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. *1 hour*

MUA 690 Graduate Recital*

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. *1 hour*

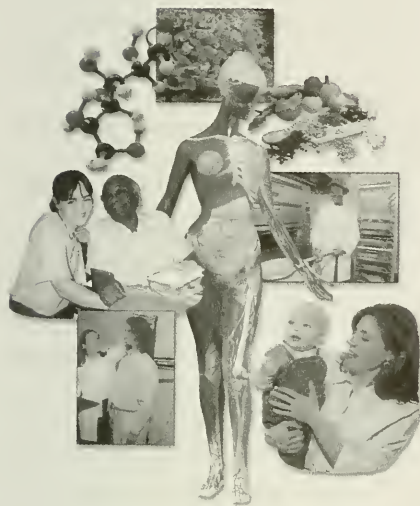
ENSEMBLES

MUE 534 Choral Ensemble**MUE 536 Accompanying****MUE 537 Instrumental Ensemble****MUE 538 Orchestra****MUS 800 Graduate Study**

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

* There are additional charges for recitals

MASTER OF SCIENCE IN NUTRITION



THE MASTER OF SCIENCE IN NUTRITION program at Meredith College is designed to develop in its students a firm foundation in the role of nutrients in human health and biology and the research process, and develop leaders in the field. It strives to enhance students' current areas of practice, meet professional development and continuing education needs, and encourage career advancement. After meeting core requirements, students can build upon their baccalaureate degrees in foods and nutrition, allied health, or related fields, and plan individualized programs to study specialized topics of particular interest to them.

Program Objectives

Upon completion of the program the graduate will be able to:

1. apply the fundamentals of the research process and use investigative skills to study and solve problems, and/or expand the knowledge base in the area of foods, nutrition and dietetics;

2. apply critical thinking skills to develop and evaluate research;
3. provide service and leadership to professional and community organizations, and
4. communicate effectively to professional and lay audiences.

Admission to the Master of Science in Nutrition Program

The admissions committee of the MS in Nutrition program is responsible for the admission of all graduate students into the program and reserves the right to determine, from all appropriate information, whether an applicant will be a suitable candidate for this graduate degree program.

Admission Requirements

All applicants for admission must hold a baccalaureate degree from a regionally-accredited college or university, have an acceptable cumulative grade-point average (GPA), and present satisfactory scores on the verbal, quantitative, and analytical portions of the Graduate Record Examinations (GRE). Applicants must also have completed all pre-requisite courses* prior to admission. International students are required to provide documentation of proficiency in English by submitting the results of the Test of English as a Foreign Language (TOEFL) if English is not the first language. Interviews with candidates may be requested.

** Introductory coursework in Chemistry (8 semester hrs), Biochemistry and its prerequisites (3 hrs), Statistics (3 hrs), Animal Physiology (4 hrs), Food or Food Science (3 hrs), Basic Nutrition (3 hrs), Advanced Nutrition/Nutrient Metabolism (3 hrs). Pre-requisite coursework must be completed prior to admission.*

Application Procedure

- 1. Send a completed application with a non-refundable check (made out to John E. Weems Graduate School) or money order for \$50.00.
- 2. Have official transcripts sent directly to the graduate school from all colleges or universities attended. The graduate school will not accept transcripts sent or hand-delivered by the student unless they are in officially sealed envelopes.
- 3. Have two recommendation letters sent to the graduate school. Use the John E. Weems Graduate School Recommendation Form for all references.
- 4. Send an updated resume stating your work experience.
- 5. Have an official report of your scores on the Graduate Records Exam (GRE) sent to the graduate studies office. No photocopies will be accepted.

Admission to the MS degree in Nutrition and the Dietetic Internship programs at Meredith College requires separate applications and cannot be done concurrently. Acceptance into the MS program does not imply acceptance into the Dietetic Internship program or vice versa. Students seeking admission into the Dietetic Internship program should follow the application procedures established by the American Dietetic Association and the Meredith College Dietetic Internship program. Students successfully completing the Meredith College Dietetic Internship program can transfer ten graduate credit hours to the MS in Nutrition program, and those who complete Dietetic Internships elsewhere may be eligible to transfer up to six graduate credits into Meredith's MS in Nutrition program. (See page 40 for information on Meredith's Dietetic Internship program.)

Program of Study

The program is a 35–36 hour Master of Science in Nutrition program with a focus on applied human nutrition. The curriculum

contains 14 hours of core coursework emphasizing the research process, advanced study of nutrients and their role in human health and biology, and leadership development. The remaining credits are derived from elective courses in nutrition, other approved courses, and thesis or project hours.

For more information, please contact:
Meredith College
Department of Human Environmental Sciences
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
Telephone: (919) 760-8058
Email: GradNutrition@meredith.edu

Credit Hour Requirements

1. Thesis Option:	<i>semester hours</i>
A. Without 10 hours from dietetic internship program:	
Core courses	14
Elective courses	15
Thesis	6
Total Semester Hours	35
B. With 10 hours from dietetic internship program:	
Core courses	14
Elective courses	6
Thesis	6
Dietetic internship hours	10
Total Semester Hours	36
2. Non-thesis Option:	<i>semester hours</i>
A. Without 10 hours from dietetic internship program:	
Core courses	14
Elective courses	18
Project	3
Total Semester Hours	35
B. With 10 hours from dietetic internship program:	
Core courses	14
Elective courses	9
Project	3
Dietetic internship hours	10
Total Semester Hours	36

COURSE DESCRIPTIONS

Master of Science in Nutrition

Course Listings

Required Core Courses: *Semester Hours*

FN 610 Research Methods in Foods and Nutrition	3
FN 620 Advanced Nutrient Metabolism I	2
FN 621 Advanced Nutrient Metabolism II	2
FN 625 Seminar in Nutrition	2
FCS 600 Contemporary Leadership	1
FCS 645 Regression Analysis and Other Multivariate Models	3
IDS 610 Information Research and Technology	1

Required Individual Study:

FN 680 Thesis OR	6
FN 670 Directed Study in Nutrition and Dietetics	3

Elective Courses:

FN 630 Nutrition Education and Counseling	3
FN 635 Pediatric Nutrition	3
FN 640 Nutrition and Aging	3
FN 645 Women's Issues in Nutrition	3
FN 650 Vitamins, Minerals, and Nutraceuticals	3

FN 655 Nutrition, Physical Performance and Weight Management	3
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FN 670 Directed Study in Nutrition and Dietetics	1-3
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FN 675 Topics in Foods, Nutrition and Dietetics	1-3
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FN 610 Research Methods in Foods and Nutrition

Using the scientific method and elements of critical thinking, students will design and develop a research project to be conducted as part of their thesis or project hours. Appropriate evaluation and analyses will be applied to their proposal. Students will leave the course with a completed research proposal. Prerequisites: IDS 610, and FCS 645 must be taken before or concurrently. *3 hours*

FN 620 Advanced Nutrient Metabolism I

A study of the role of carbohydrates, fiber, and lipids in human nutrition and biology. Mechanisms of absorption, digestion, functions, requirements, and intermediary metabolism in cells with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. *2 hours*

FN 621 Advanced Nutrient Metabolism II

A study of the role of amino acids, protein, energy metabolism and food regulation in human nutrition and biology. Mechanisms of absorption, digestion, function, requirements, and intermediary metabolism in cells with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. Prerequisite: FN620 Advanced Nutrient Metabolism I. *2 hours*

FN 625 Seminar in Nutrition

A presentation-based course, the first part of the semester will be spent conducting a literature review on selected topics in the field. Students will develop oral presentations based on their literature review and will be required to develop and distribute a written abstract and bibliography on their topic.

*2 hours***FN 630 Nutrition Education and Counseling**

An interactive course with students developing, reviewing and implementing various forms of nutrition education targeted to specific population groups. Students will develop, implement and evaluate nutrition education materials.

*3 hours***FN 635 Pediatric Nutrition**

Study of the nutritional requirements and evaluation of nutritional status of infants and children. Chronic diseases, behavioral and psychological, hereditary metabolic, and neurological and developmental disorders, feeding problems, and the role of nutrition in the

treatment of these special conditions in the pediatric population will be discussed.

*3 hours***FN 640 Nutrition and Aging**

Students will review and evaluate the current literature on specific topics related to nutrition and aging. Students will be expected to interact with older adults in some sort of feeding, assessment, or nutrition related project.

*3 hours***FN 645 Women's Issues in Nutrition**

A study of the diet and nutritional needs of women in growth and development, pre- and post-menopause, and in pregnancy and lactation. Review and discussion of recent literature on diet and nutrition as risk factors for chronic disease in women. Development of educational materials and counseling strategies for this population.

*3 hours***FN 650 Vitamins, Minerals, and Nutraceuticals**

A study of the essential vitamins and minerals in humans. Mechanisms of absorp-



Students enrolled in Meredith's new Master of Nutrition program will benefit from the knowledge and expertise of faculty members like Dr. William Landis and Dr. Susan Munroe.

tion, digestion, functions, requirements, metabolism, and current issues. A review of functional foods, phytochemicals, herbs, and other biologically active compounds in foods, and their relevance to the prevention and treatment of disease. Critical analysis of the research and professional literature. *3 hours*

FN 655 Nutrition, Physical Performance and Weight Management

A study of diet and nutrition needs of athletes and physically active people, including nutrition assessment and counseling of this population. Nutrition facts and fallacies in sport nutrition, efficacy of supplements, specialized foods, and ergogenic aids on the enhancement of physical performance. Basic concepts and current issues in weight management and obesity, including etiology, and treatment. *3 hours*

FN 670 Directed Study in Nutrition and Dietetics

Individual student investigation of selected topics in the field of nutrition and dietetics.

Prerequisite: permission of graduate advisor.
1–3 hours

FN 675 Topics in Foods, Nutrition, and Dietetics

Advanced study of a variety of current, new, and/or controversial topics in the field of foods, nutrition, and dietetics.

Prerequisite: permission of graduate advisor.
1–3 hours

FN 680 Thesis

Research in nutrition and dietetics directed by a graduate committee. *Prerequisites:* FN610, FCS 645, and permission of graduate advisor.
6 hours

FCS 600 Contemporary Leadership

Study of the concepts of leadership, and the characteristics of leaders. Application of the tools, skills and resources to serve as innovative and effective leaders, active citizens and professionals. Professional ethics, communication, conduct, and collaboration among diverse groups will also be discussed.
1 hour

FCS 645 Regression Analysis and Other Multivariate Models

This course begins with linear regression and building models for estimation and prediction in the biological sciences. The same concepts will be examined using multiple regression and residual analysis will be added. Topics also will include analysis of variance and covariance, basic concepts of experimental design, and ethical issues in data analysis and interpretation. Statistical software will be used.

Prerequisites: completion of program prerequisites, which includes an approved 3-hour undergraduate statistics course or a competency test.
3 hours

IDS 610 Information Research and Technology

An interactive course in which students use the computer network and library information resources in all formats to conduct literature searches. Students will practice accessing and evaluating information relevant to their thesis or project research in government documents, Medline, and other resources.

1 hour

DIETETIC INTERNSHIP

Internship Philosophy

Congruent with the mission and goals of the John E. Weems Graduate School and Meredith College, the Dietetic Internship builds on the academic preparation of Dietetic Programs in Dietetics. It provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students will gain solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, disease prevention, control of disease process, and restoration of health through effective communication and in the context of human relationships. The program, which admits qualified men and women, strives to create a supportive, diverse, and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate course work. Students will develop the knowledge, skills, and values that will prepare them to assume leadership roles and strive for professional competence, productivity, and service to society.

Internship Goals

Upon completion of the Dietetic Internship program, students will be able to:

1. meet or exceed competency expectations for entry-level dietitians;
2. pursue careers in the various areas of dietetic practice;
3. successfully complete the registration examination for dietitians;
4. provide leadership and service professionally and to the community, and,
5. pursue a course of life-long learning through continuing education opportunities.

Application Procedures

The applicant can request an application package from the John E. Weems Graduate School. The following materials must be submitted for application to the Dietetic Internship director:

1. a completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or an ADA Verification Statement signed by the applicant and the program director of the Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA-approved Didactic Program in Dietetics must be submitted before the applicant can enter the internship;
2. an official baccalaureate transcript from a regionally-accredited college or university, plus official transcripts from all other post-secondary institutions the applicant has attended;
3. a completed ADA application (most recent version) which includes educational background, work experience or internships, activities, and honors;
4. three letters of recommendation from people with knowledge of the applicant's professional potential and character: (one from the DPD program director, one from a professor, and one preferably from a supervisor);
5. letter of application stating professional and educational goals and the reasons for choice of this dietetic internship;
6. Test of English as a Foreign Language (TOEFL) scores (for international students only); and

7. a non-refundable application fee of \$50.00 payable to the John E. Weems Graduate School.

The postmark deadline for the application package and the D&D mark/sense card is February 15 (date may vary slightly from year to year. Check current ADA publications or DPD director for exact deadline date each year.) All applicants to Dietetic Internships (DI) and most Pre-Professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from D&D Digital Systems. This request should be made to allow turnaround time for submitting the completed mark/sense card by the February 15 postmark deadline. There is no charge for this material. However, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:

*D&D Digital Systems
304 Main Street, Suite 301
Ames, IA 50014-6148
(515) 292-0490*

Admission Criteria

Applicants for admission must submit all materials listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 2.5/4.0 overall, or for the last 60 hours of coursework verified by transcripts from all institutions, and approval by the Dietetic Internship program selection committee.

For more information, please contact:
Meredith College
Department of Human Environmental Sciences
3800 Hillsborough Street
Raleigh, NC 27607-5298
Telephone: (919) 760-2355
Email: DI@meredith.edu

Notification of Admission

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by overnight mail or e-mail. Applicants should call or fax the Dietetic Internship Director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated appointment date (check current ADA literature for exact date each year). A letter confirming acceptance to the appointment must be postmarked, or sent by fax, within 24 hours after the phone call.

Certification

The student who successfully completes the dietetic internship program will receive a program Verification Statement signed by the program director. This allows the student to sit for the Registration Examination for Dietitians.

Program of Study

Students must take two three-hour graduate level courses: Advanced Clinical Nutrition Seminar (fall) and a course of their choice. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition, and a three-week enrichment rotation of their choice. Students will go on local field trips and have opportunities to attend regional or national professional meetings. Students who successfully complete the Dietetic Internship program of Meredith College can transfer ten credit hours to the Master of Science in Nutrition program. Those who complete a Dietetic Internship elsewhere may be eligible to transfer up to six credit hours to Meredith's MS in Nutrition program.

COURSE DESCRIPTIONS

Dietetic Internship

FN 601 Advanced Clinical Nutrition Seminar

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the role of nutrition in the prevention, treatment and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed.

Graduate Level Elective

For their second course, Dietetic Internship students will select from the graduate level elective courses offered each spring semester. For a complete list of elective courses see the Master of Science in Nutrition program section in this catalogue (*see page 35*).

FN 603 Food Service Management (supervised field experience)

FN 604 Clinical Nutrition (supervised field experience)

FN 605 Community Nutrition (supervised field experience)

FN 606 Enrichment Rotation

Accreditation Status

The Meredith College Dietetic Internship program is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

Commencement exercises for the Weems Graduate School are held twice each academic year, in December and May.



GRADUATE SCHOOL FACULTY AND STAFF DIRECTORY

FACULTY

The faculty at Meredith College are central to its function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the surrounding communities and churches.

More than 76 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

(Dates in parentheses indicate the year in which the individual joined Meredith.)

ADMINISTRATION

Central Administration

Maureen A. Hartford, Ed.D. (1999)
President

Rosalind R. Reichard, Ph.D. (2000)
Vice President, Academic Affairs

William F. Wade, Jr., B.S., C.P.A. (1986)
Vice President, Business and Finance

Graduate School

Deborah J. Horvitz, M.S.Ed. (2001)
Director, Graduate Studies

Lara J. Kinas, B.S. (2001)
Assistant Director, Graduate Studies

Carrol B. Snodgrass (1987)
Administrative Assistant

School of Business

Sidney Adkins, Ed.D. (2001)
Dean

Dianne G. Parker (1996)
Assistant to the Dean

Department of Education

Alma Lane Lee, M.Ed. (1993)
Interim Department Head

Ellen Graden, Ph.D. (1996)
Program Director, Graduate Studies in Education

Ilesha Cleveland (2001)
Departmental Assistant

Department of Music

W. David Lynch, D.M.A. (1969)
Department Head

James C. B. Fogle, Ph.D. (1977)
Coordinator, Music Graduate Studies

Dotty Lou Gandy (1979)
Departmental Assistant

Department of Human Environmental Sciences

Deborah Tippet, Ph.D. (1987)
Department Head

William H. Landis, Ph.D., R.D. (1996)
Program Director

Alyce Townsend (1986)
Departmental Assistant

FACULTY

- Alan I. Ammann, D.B.A. (1990)
Associate Professor of Business
B.S., MBA, D.B.A., Mississippi State University
- M. Tony Bledsoe, Ed.D. (1981)
Associate Professor of Business
B.S., Atlantic Christian College;
A.M., Appalachian State University;
Ed.D., University of North Carolina at Greensboro
- Rebecca J. Bryant, Ph.D. (2001)
Assistant Professor, Human Environmental Sciences
B.S., M.S., Ball State University;
Ph.D., Purdue University
- William J. Burpitt, Ph.D. (1999)
Associate Professor of Business
B.A., University of Georgia;
Ph.D., University of North Carolina at Chapel Hill
- V. Glenn Chappell, Ph.D. (1991)
Associate Professor of Business
B.S., North Carolina State University;
Ph.D., University of Tennessee
- James L. Clyburn, M.S. (1958)
Professor Emeritus of Music
A.B., Elon College;
M.S., Juilliard School of Music
- Lisbeth Brittain Carter, M.M. (1994)
Adjunct Instructor of Music
A.M., Boston Conservatory of Music;
M.M., Meredith College
- Mary Kay Delaney, Ed.D. (1998)
Assistant Professor of Education
A.B., George Washington University;
M.Ed., Harvard University;
Ph.D., University of North Carolina at Chapel Hill
- James C.B. Fogle, Ph.D. (1977)
Professor of Music
A.B., Elon College;
A.M., Ph.D., University of North Carolina at Chapel Hill
- Lisa M. Fredenburgh, D.M.A. (1996)
Assistant Professor of Music
A.B., Luther College;
M.M. (voice), M.M. (conducting), D.M.A., University of Arizona;
- Edward Fuller, Ph.D. (1995)
Adjunct Assistant Professor of Business
B.S. Old Dominion University
MBA, Ph.D. Florida Atlantic University
- Phyllis W. Garriss, M.M. (1951)
Professor Emerita of Music
A.B., M.B., Hastings College;
M.M., Eastman School of Music
- Lynne Gregorio, Ph.D. (1998)
Adjunct Assistant Professor of Mathematics
B.S., M.S., Ph.D., North Carolina State University
- Ellen Graden, Ph.D. (1996)
Assistant Professor of Education
A.B., Murray State University;
A.M., University of Kentucky;
Ph.D., Ohio State University
- Judy Holley, Ph.D. (1998)
Adjunct Assistant Professor of Business
B.S., Auburn University;
A.M., Georgia State University;
Ph.D., Auburn University
- Rosemary T. Hornak, Ph.D. (1977)
Professor of Psychology
A.B., Wheeling College;
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Mary Kirchner, Ph.D. (1999)
Adjunct Assistant Professor of Business
 B.A., University of Alabama;
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William H. Landis, Ph.D., R.D. (1996)
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 Ph.D., University of Tennessee;
 J.D., University of Puget Sound

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 A.B., Meredith College;
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Kent Lyman, D.M. (2000)
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 B.M., University of Utah; M.M., Indiana
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 B.M., Oberlin College;
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 Eastman School of Music of the University
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 B.S., M.Acc., Ph.D., University of South
 Carolina

Wetonah Rice Parker, Ed.D. (1993)
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 B.S., Ball State University;
 M.Ed., North Carolina Central University;
 Ed.D., North Carolina State University

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Associate Professor of Business
 B.S., State University College at Fredonia;
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Jack Roller, D.M.A. (2000)
Associate Professor of Music
 B.M.Ed., M.M.Ed., M.M.,
 University of Tulsa;
 D.M.A., University of Kansas

Jody Roubanis, Ph.D., R.D. (1997)
*Assistant Professor, Human
 Environmental Sciences*
 A.A., Orange Coast College;
 B.S. California State University;
 Ed.D., North Carolina State University

Sherry Shapiro, Ed.D. (1989)
Associate Professor of Dance
 A.B., A.M., Appalachian State University;
 Ed.D., University of North Carolina at
 Greensboro

Timothy W. Sparks, Mus.M. (1993)
Adjunct Instructor of Music
 Mus.B., University of North Carolina at
 Chapel Hill; Mus.M., Eastman School of
 Music of the University of Rochester

Louise Taylor, Ph.D. (1978)
Professor of English
 A.B., Swarthmore College;
 M.A.T., Duke University;
 A.M., Ph.D., Florida State University

Anthony J. Vaglio, Jr., Ph.D. (1977)
Professor of Music
 A.B., Adelphi University;
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Douglas J. Wakeman, Ph.D. (1984)
Professor of Business
 A.B., Ph.D., University of North Carolina
 at Chapel Hill

Beth A. Weir, Ed.D. (1988)
Professor of Education
 B.Ed., Massey University;
 M.Ed., Ed.D., North Carolina State
 University

Ellen Williams, D.M. (1992)
Associate Professor of Music
 A.B., Meredith College;
 M.M., New England Conservatory;
 D.M., Florida State University

Anne York, Ph.D. (1999)
Assistant Professor of Business
 B.S., Elon College; M.S., University of North
 Carolina at Charlotte; Ph.D., North Carolina
 State University

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MEREDITH COLLEGE CALENDAR

2001-2002

FALL SEMESTER 2001

Orientation (all new students)	Monday, August 20
Last day to register	Wednesday, August 22
Classes begin	Wednesday, August 22
Last day to drop a course without paying	Tuesday, August 28
Last day to add a course	Tuesday, August 28
Labor Day holiday (no classes held)	Monday, September 3
Last day to make a grading change	Wednesday, September 19
Autumn recess begins at 5:00 p.m.	Friday, October 12
Classes resume at 8:00 a.m.	Wednesday, October 17
Last day to withdraw from a class	Tuesday, October 30
Thanksgiving recess begins end of class day	Tuesday, November 20
Classes resume at 8:00 a.m.	Monday, November 26
Last day of classes	Wednesday, December 5
Final examinations	<i>See schedule provided by individual program</i>
Commencement	Saturday, December 15

SPRING SEMESTER 2002

Last day to register	Monday, January 7
Orientation (all new students)	Monday, January 7
Classes begin	Wednesday, January 9
Last day to drop a course without paying	Tuesday, January 15
Last day to add a course	Tuesday, January 15
Martin Luther King Day holiday (no classes held)	Monday, January 21
Last day to make a grading change	Wednesday, February 6
Founder's Day	Monday, February 18
Spring recess begins at 5:00 p.m.	Friday, March 8
Classes resume at 8:00 a.m.	Monday, March 18
Last day to withdraw from a class	Friday, March 22
Easter recess begins at 5:30 p.m.	Thursday, March 28
Classes resume at 8:00 a.m.	Tuesday, April 2
Last day of classes	Monday, April 29
Final examinations	<i>See schedule provided by individual program</i>
Commencement	Sunday, May 12

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available at the graduate studies office.

MEREDITH

COLLEGE

THE JOHN E. WEEMS GRADUATE SCHOOL

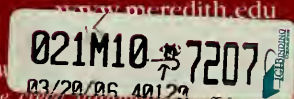
Park Center

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

919-760-8423

www.meredith.edu



*The John E. Weems Graduate School is open to all qualified students
without regard to race, creed, national origin, sex, age, gender, age or disability.*

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